

THE OPEN DOOR
LANGUAGE SERIES
THIRD BOOK



THE OPEN DOOR LANGUAGE SERIES

THIRD BOOK Success in Speaking and Writing

BY

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HOUGHTON MIFFLIN COMPANY

BOSTON • NEW YORK • CHICAGO • DALLAS • SAN FRANCISCO

The Riverside Press Cambridge

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ACKNOWLEDGMENT

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The Riverside Press
CAMBRIDGE · MASSACHUSETTS
PRINTED IN THE U.S.A.

FOREWORD TO TEACHERS

Purpose. This text is intended for the seventh and eighth grades of the elementary school and for the first two years of junior high school. It recognizes English as primarily a social art. It aims, therefore, to train pupils to speak and write with an audience in mind and to give them by this means a command of simple, forceful, and correct English.

Scientific basis. The book is an outgrowth of wide experience in teaching, of thorough study, and of extensive investigation and testing. In it the authors have endeavored to give a new valuation to the different phases of the work. They have emphasized those aspects of English that are of vital importance in life, they have organized the work in a new and effective way, and they have furnished standards that are psychologically adapted to the different ages of the pupils.

Breadth of training. The training provided is of such a character that the pupils work at all times under the inspiration of expressing ideas of inherent interest. Much of it is connected with various enterprises that call forth the initiative of the class and develop in the pupils a desire to express their own thoughts and to do so with clearness and force. Through the medium of club activities, newspaper study, recreational reading, and various investigations based on community interests, the book gives the pupils a thorough training in English. Moreover, it develops in the members of a class a spirit of coöperation, and ability to lead, both of which are essential characteristics of the future citizens of our country.

Functional grammar. The question of grammar, always a vexing one, has been approached from an entirely new point of view. In the first place, only those phases are emphasized that are of value either in giving a pupil command over his thinking or in helping him with his speech. In the second place, the approach is entirely from the standpoint of function. The grammar taught is closely bound up with the correct use of words, with the con-

struction of sentences, and with matters of punctuation. It is applied grammar in which synthesis largely takes the place of analysis.

Provision for individual differences in ability among pupils. No book with a modern point of view can neglect the wide variation in the ability of pupils. To meet this variation, the present text adapts the work in composition and in grammar to different degrees of intelligence. In all studies in composition it provides at least three assignments varying in difficulty. In the work in grammar and correct usage it furnishes, besides a maximum and a minimum course (see footnotes, pages 157 and 353), many supplementary exercises for pupils who need additional practice in order to master the work covered.

Self-help. Finally, in order that pupils may gain independence in their work, the book provides (1) a summary of the points by which pupils may check their work; (2) a composition scale by which they may measure their compositions; and (3) a program for individual progress in form study and correct usage. This last feature is included so that in small classes, where it is desired, pupils may work independently, each progressing at his own rate of speed.

Acknowledgment. For aid in their investigations and for trying out different phases of the work, the authors wish to thank the many public school teachers who helped them, including those in Louisville, Kentucky; Springfield, Massachusetts; Baltimore, Maryland; Potsdam, New York; Chicago, Illinois; and in Ellensburg, Washington. Among the individuals to whom they are particularly indebted are Henry W. Holmes, Dean of the Graduate School of Education, Harvard University; Miss Florence Holbrook, Forestville School, Chicago; Mr. Julius E. Warren, Superintendent of Schools, Lakewood, Ohio; Miss Evelyn T. Holston, Elementary School Supervisor, Springfield, Massachusetts; Miss Jessie P. Learoyd, formerly of the State Normal School, Salem, Massachusetts; and Miss Belle Caffee, Evansville, Indiana.

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PART TWO

AIMS. 1. To aid pupils further in establishing for themselves a high standard in the use of English. 2. To give them facility in both speaking and writing. 3. To train them not only to speak correct English, but, through the study of functional grammar, to do so with intelligence. 4. To help them gain a greater mastery of the technique of written English.

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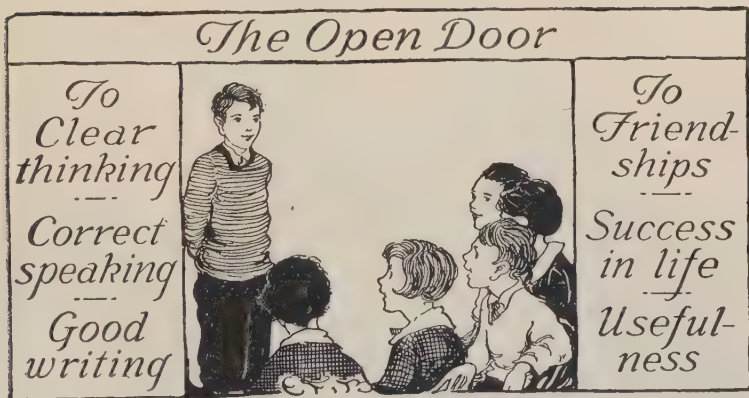
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SUCCESS IN SPEAKING AND WRITING

PART ONE



FOREWORD TO BOYS AND GIRLS

You would, of course, value a key that might open the door for you to pleasant comradeship and to other things that you desire in life. Such a key is the ability to use English well. Boys and girls who can talk entertainingly are welcome in any company and have many opportunities for making friends. Moreover, all those who learn to express themselves clearly find this ability a great aid in winning success not only in their lessons at school but in all that they undertake later. They train themselves to think in a way that gives them greater influence over other people and adds to their usefulness in the world.

This book in the Open Door Series is intended to help you find such a key. It should aid you in opening the door for yourself to many things that you value most in life.



THIRD BOOK

SUCCESS IN SPEAKING AND WRITING PART ONE

Chapter I — FORMING GOOD HABITS IN THE USE OF ENGLISH

I. Why We Should Use Good English

[Conversation]

Some of the reasons why we should use good English are given in the following "broadcasts":

Speak good English and good English will speak for you.
Good clothes last a season; good speech lasts a lifetime.
Too much spice spoils your cake. Too much slang ruins your speech.

Slovenly speech indicates poor thinking and uncontrolled emotions. Against such speech we should set our faces like iron.

We should live nobly, think good thoughts, have right feelings, and be genuine. Our speech should show that such is our endeavor.

Who is the best leader? The straight thinker and the direct speaker.

Mend your speech a little lest it mar your fortune.

One duty lies on old and young, —
With filial piety to guard,
As on its greenest native sward,
The glory of the English tongue.

MILNES

Which of the "broadcasts" seem to you the most important? What questions should you like to ask about the others?

[Making an explanation]

In explaining the first "broadcast," you might tell how in applying for a position in an office or elsewhere, the habit of using good English would help a boy or a girl to make a good impression. In explaining the last one you might mention (1) that we have inherited our language from England (referred to in the quotation as the "native sward" of English); (2) that English is a fine language because men for hundreds of years have striven to make it so; and (3) that every one who speaks English should consider it his duty to guard the language from misuse. What could you say to show how the "glory of the English tongue" may be preserved?

With the help of your class decide how some of the other "broadcasts" might be explained; and then, to sum up the discussion, use one of the following suggestions:

- a. Select a "broadcast" and both explain and illustrate its meaning.
- b. Tell how the habit of using good English will help you personally all of your life.
- c. Give a talk beginning with this sentence:
Ability to speak well is an aid to a person no matter what he undertakes in life.

[Holding the attention of an audience]

The persons who are chosen to broadcast from radio stations are those who have been trained to speak fluently and distinctly. See that in giving your talk, you imitate such persons. Have the talk well in mind, pronounce your words distinctly, and speak without hesitation. Do what you can to hold the attention of your listeners and to convince them, in an agreeable way, of your ideas on the subject under discussion.

2. Our Everyday Conversations



[Conversation]

The pictures shown here illustrate two of the twelve laws governing the Boy Scouts. Perhaps, if you are unfamiliar with the laws, you would like to know about the other ten and also just how the Boy Scouts are organized. Ask some one who is familiar with the Scouts to lead a discussion with your class. Every one who can is to volunteer information; others may help by asking intelligent questions and by being good listeners.

Some of the topics that the class might cover are: the purpose of the Boy Scouts; the laws governing them; the orders — Tenderfoot, Scout, and Eagle Scout; what a boy must do to join the Tenderfeet; how he becomes a Scout; the requirements for an Eagle Scout; the value of belonging to a troop.

With your conversation on Boy Scouts in mind tell what you regard as important in carrying on a conversation successfully, and then select from this list of questions those that you would like to discuss:

1. What are some of the rules of courtesy to be observed in conversation?

2. When a person is talking with acquaintances, why should he try to find topics in which they are interested? Why should he avoid dwelling on his own personal affairs with any one but his most intimate friends?

3. How can a person be considerate when visiting a school friend who is ill?

4. What should a person say in introducing one friend to another?

5. What are good subjects to bring up in a conversation with a stranger who is visiting in town?

6. What topics similar to the following are interesting to boys and girls of your own age?

Moving pictures

Taste in clothes

Radio

The best time to study

Good stories

A good place to camp

School news

Using a camera

News of games

Earning money

7. Why should injurious gossip be avoided at all times?

[Making a set of rules]

Perhaps your class would like to appoint a committee to write a set of rules that will help you in your everyday conversation. To be of assistance to the committee, each member of the class might contribute at least one rule that he regards as important.

[Planning conversations]

From day to day as matters come up for discussion the members of the class may plan other conversations.

For each conversation they should choose a leader who is familiar with the subject to be discussed and who can guide the conversation in a courteous way.

3. Telling Anecdotes

[Conversation]

One way of enlivening a conversation is to tell brief stories, or anecdotes. The stories selected may be about homely incidents of everyday life, or they may be examples of wit or stories of famous men.

1. What anecdotes similar to the following do you sometimes tell?

Gordon is a great favorite with his uncle John, and not long ago his uncle gave him a dollar bill. A week later when Gordon's birthday came, his grandmother presented him with another dollar bill. He looked at it a minute and then handed it back, saying politely, "Thank you, Grandmother, but I already have one just like it."

Edward, aged five, was determined not to go to school. Finally his favorite aunt was called in to use her persuasive powers.

"Surely, Edward," she said, "you wish to go to school with your big brother in the autumn."

"No," replied Edward, "I have decided not to go to school. I can't read, I can't write, and I can't sing. So what use should I be at school?"

2. The anecdote given below is a famous one about an historical character:

Sir Philip Sidney, who lived in the days of Queen Elizabeth, was a brave soldier and a courteous gentleman. At one time he was wounded in battle and was suffering from pain and burning with thirst and fever. He called for water, and after much difficulty a small quantity was supplied. As Sidney was raising the flagon to his lips,

he saw a dying soldier looking longingly toward the water. Without hesitation he passed the flagon to the soldier saying, "Thy necessity is greater than mine."

3. What famous anecdotes do you recall of other characters in history, such as King Alfred the Great, Sir Walter Raleigh, and Robert Bruce?

[Telling an anecdote entertainingly]

4. Notice that in the anecdote about Sir Philip Sidney the facts lead to a main point, the sacrifice of the flagon of water. What is the effect of giving in such a story the exact words spoken by one or more of the characters?

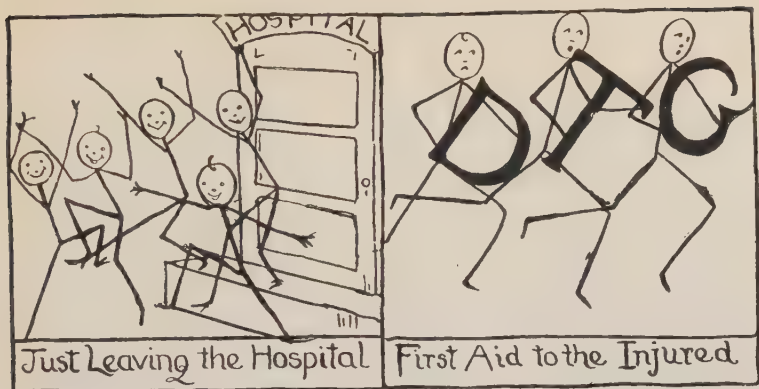
5. In your next lesson be ready to tell either an anecdote of a famous character in history or the story of a generous, courteous, or heroic deed that you have witnessed or one that you have read about. For the lesson after that, come prepared to repeat a bright saying of some child or to give some other humorous story. Try to find either anecdotes that are new to the class or familiar ones that everybody would like to hear again.

6. Before telling a story, make sure (1) that your introduction includes enough facts to make the point of the anecdote clear; (2) that you can enliven the story by quoting, if it is appropriate to do so, the exact words spoken by one of the characters. As you give your story, keep in mind the directions on page 409.

4. Using Words Correctly

I. Pronunciation of Words

The little chaps in *Just Leaving a Hospital* have been operated upon and are rejoicing that they are well. They are called *Drowned*, *Attacked*, *Across*,



Idea, and *Once*. Tell, if you can, what had to be amputated from each. What other words do you know that ought to be sent to a surgeon?

In *First Aid to the Injured* attendants are rushing out to give first aid to *And*, *Kept*, and *Going*. Name other words that need such treatment.

Some of the words most frequently injured by careless speakers are included in the following lists. In pronouncing the words, be careful of the sounds indicated by the letters above the columns. Pronounce *u* in the same way as *you*. Pronounce *wh* in such a way that, when you hold a finger in front of your mouth, you will feel your breath on it. As you say *th* place the tip of your tongue against your upper front teeth. Do not slight a final *t* or *d*, or the final *g* in *ing*. Be careful also not to slight the letter *r* in words like *library* and *Saturday*.

u	you (not chew)	wh	th
Tuesday	don't you	why	this
nature	can't you	what	that
picture	shouldn't you	which	those
literature	wouldn't you	where	with

t	d	ing	r
kept	sand pile	nothing	library
slept	old man	something	February
just	brand new	going	geography
subject	and then	laughing	Saturday

Select from the list above the words that members of your class sometimes mispronounce; add others with which the class needs help; then use them in sentences or, better still, weave as many of them as you can into a story. Use the directions on page 410 to help you in writing the exercise.

After your paper is finished, underline the words in it that were taken from the lists and exchange it for one written by some one else. If you receive an interesting story, you are to show, as you read it to the class, that you can pronounce each word correctly.

II. Common Errors in the Use of Words



In other years you have endeavored to correct **any** wrong habit that you may have formed in the use of the following list of words. You have been careful to say:

I saw it (not *I seen it* or *I see it yesterday*).

I did my work (not *I done my work*).

The boy came early (not *The boy come early*).

He has gone (not *He has went*).

The girl ran home (not *The girl run home*).

I haven't a book (not *I haven't got a book*).
I haven't any or **I have none** (not *I haven't none*).
Frank and I are going (not *I and Frank are going*).
He and I, or She and I are friends (not *Him and me, or Her and me are friends*).
It was he, she, they, or I who left (not *It was him, her, them, or me who left*).
Mary is taller than I (not *Mary is taller than me*).
A package came addressed to him and me, or to her and me (not *A package came addressed to him and I, or to her and I*).

Two errors that you should add to this list for self-correction are the incorrect use of *can* and of *don't*. Remember to use *may*, not *can*, in asking permission, and to use *doesn't*, not *don't*, with words singular in number, such as *brother, sister, he, she, and it*. Say:

May I borrow your book, please? (not *Can I borrow your book, please?*).

My brother doesn't know how to swim (not *My brother don't know how to swim*).

The list takes for granted that you do not use a double subject or make any other of the gross errors in English mentioned in the following note:

Note. It is correct to say, **John went**, not *John, he went*; **isn't**, not *ain't*; **Are you going?** not *Are youse going?* **He did it himself**, not *He did it hisself*; **This is his or hers**, not *This is his'n or her'n*; **My pencil is broken**, not *my pencil is busted*. Remember that the following words are not in the dictionary and should never be used; *ain't, his'n, her'n, your'n, youse, hisself, theirselves, busted*.

Do you ever make any of the errors included in the list and the note? If you do, you should copy the correct expressions and refer to them frequently. In order to uproot the errors before they become firmly fixed as habits, try to be on your guard at all times against repeating them.

5. Giving Directions Clearly

[Accuracy in observation and brevity in statement]

1. If you were a stranger and wished to be told the way to a given room in a school building new to you, what facts should you like to know? What are some of the characteristics of clear directions?

2. Read:

Our printing room is in the basement of our building. To reach it from the front door, go down the stairs and turn to the right. The entrance is the first doorway on the right.

3. Notice that the directions in Exercise 2 give the location of the printing room, and then, in the *fewest* words possible, tell how to reach it.

4. If a new boy, who was standing near the front entrance to your school, asked you the way to the principal's office, what directions should you give him?

5. Choose some one to act as a school guide. As he stands before the class, ask him how to find different rooms in your school. Use different places for the starting point, such as the front door, the rear door, and on the second floor near the head of the stairs. After you have had this practice, be ready to play the following game.

Direct Route Game

Choose a member of your class to take the part of a traffic officer posted at a busy corner in your town. Ask him for the shortest route to different public buildings from a given point — your school, for example. If he fails to give the most direct route, he loses his position, and some one is chosen to take his place.

6. Writing a Letter Giving Directions

[Being definite]

Many situations arise in which a person finds it necessary to write directions instead of giving them orally. He may, for example, be expecting strangers to visit him and to come by automobile, or he may be unable to meet a guest at a railway station.

1. Tell why it is harder to make directions clear to a stranger than to a person acquainted with a locality.
2. What is said in this letter to make the directions definite and thus prevent mistakes?

6125 University Avenue, Chicago, Illinois
September 25, 1928

Dear Cousin John,

I shall be very glad to see you Friday afternoon, but, since your train arrives before my school is dismissed, I shall not be able to meet you. You will, however, have no difficulty in finding the house. You should get off the train at Sixty-first Street and walk west five blocks; that is, you should go in the opposite direction from that toward the lake. When you reach University Avenue, turn left and walk half a block south. Our home is the third one on the left side of the street. It is made of gray stone and there are three large willow trees in front of it.

Father is planning to take us to the Sportman's Show in the evening. I hope you will enjoy it as much as I think you will.

Your affectionate cousin,
Richard Henderson

3. Explain the use of capitals and marks of punctuation in the address and the date in the heading of the letter; in the salutation, *Dear Cousin John*; in the complimentary close, *Your affectionate cousin*. Why is the letter written in two paragraphs?

4. Review the rules on page 418 for spacing a letter; then choose a classmate who does not know where you live and write a letter giving him directions for reaching your house.

[Use of the sentence]

5. Compare these sets of directions. Which set contains sentences that are clear in meaning and sound well? What is wrong with the sentences in the other sets?

To reach it you go down the street and then you turn and walk on and you can tell it because it is a large building and it is made of red brick and it is three stories high and it has a flagpole in front of it and it is on a lawn.

To reach the Washington School, go south two blocks on Main Street. When you reach School Street turn to the right and walk two blocks west. The school is a large three-story building made of red brick. There is a flagpole on the lawn in front of the school.

To reach the Washington School you go south. You go down Main Street. You turn to the right at School Street. You walk four blocks. The school is a large building. It is made of red brick. It has a flagpole. The flagpole is in front of the school. It is on the lawn.

[Proof-reading]

6. What care should you take in your use of the sentence?

7. Read your letter with these questions in mind: Have you expressed your ideas in separate and complete sentences? Have you made each reference clear; that is, have you avoided using words like *it*, *he*, and *they* before mentioning that for which the words stand? Are the sentences closely connected and for that reason easy to read? Do they vary in length in a natural way?

8. Read your letter again. Make sure this time that

you have made no errors in spelling or in the use of capitals and marks of punctuation; then give your letter to the classmate for whom it was written, and ask him if the directions are clear enough for him to follow them.

7. Making a Description Clear

[Characteristics that identify]

Almost everything in nature has striking characteristics by which it may be told. An English sparrow is recognized by its twittering and quarreling; a fox by its bushy tail and sly ways; a bear by its savage growl and awkward walk.

1. What characteristics come first to your mind when you think of the motions of pigeons? Of a mouse? Of a cat? What comes into your mind when you think of a pine tree?

2. Name what is described:

The —— is a noisy bird that is seen frequently near a house or an orchard. It flits among the trees screaming and scolding in a rough voice, but when it is on mischief bound, it is as quiet as a thief. It wears a gay coat of gray, blue, and white and it has a crest. It is a handsome bird, but other birds do not like it, for it robs their nests and eats their young.

The —— —— is a small tree found along the Pacific Coast, in the southern States, and in abundance as far north as New Jersey. Its leaf is shaped like a lance, long and narrow with straight edges and pointed ends. Its fruit, which is a great favorite everywhere, is shaped like a plum; it has a stone in the center and is covered with a soft, downy skin.

3. Name characteristics that might make a person think of a swallow; of a turtle; of a porcupine; of a crocodile; of a wildcat.

4. Choose a familiar object — a bird, an animal, a tree, a bush, or a flower — and with its most striking characteristics in mind, write a brief description of it without using its name.

[Choosing expressive words]

5. Compare these sentences. Which contains a word that gives a good idea of the motion of a chipmunk?

A chipmunk ran across our path.

A chipmunk scuttled across our path.

6. What picture-making word could you use in place of the word printed in italics in each of the following sentences?

(1) A mouse *ran* across the room. (2) The fox in quest of prey *walked* through the woods. (3) A deer *went over* the fence at a single bound. (4) A swallow *flew* from its nest. (5) The bear *ate* like a pig.

[Avoiding awkward repetitions]

7. Besides choosing words that fit the idea that he has in mind, a person should avoid repetitions that sound awkward. How can the repetition of the word *got* be avoided in the following sentence?

When we *got* to the country, we *got* out of her automobile and *got* some daisies that were growing by the roadside.

8. Tell how to avoid the repetition of the words printed in italics:

When I asked Ruth if Mary could go on a bird walk with us, she *said* that Mary *said* that her mother *said* that she might go.

It was a *fine* day when we started. I was feeling *fine*. We had a *fine* time.

When I *saw* the snake, I *saw* its markings and knew it was a rattlesnake.

Words that have the same meaning, or nearly the same, are called **synonyms**.

9. Give a synonym for *ask*. For *reply*.

In a large dictionary the synonyms for a word are usually written below the definition and after the abbreviation *syn*.

10. Many people misuse certain words such as *fine*, *lovely*, *wonderful*. Find in your dictionary synonyms for each.

11. Read your description (see Exercise 4) to make sure that you have used the best words possible; then exchange your paper for one written by some one else in the class.

[Selecting the best descriptions]

12. If by exchange you receive a description which you think is very good, read it aloud and ask the class to name what the author had in mind, but first make sure that you yourself know.

8. Review and Summary

I. The Use of Capitals

[Common and proper nouns]

1. In order to use capitals correctly, you need first of all to distinguish between common and proper nouns. You learned in the sixth grade, or earlier, that:

A noun is the name of a person, place, or thing.

2. Some of the nouns used as names of trees are *oak*, *elm*, *maple*, *pine*, *hemlock*, and *fir*. What nouns are used in naming different kinds of birds?

3. Complete the following lists of nouns, giving at least five in each:

Kinds of animals: dog	Names of boys: Robert
Kinds of fruit: apple	Names of girls: Ruth
Kinds of machines: bicycles	Names of cities: Chicago

4. In making a request a teacher might say, "I wish some *boy* would help me" or "I wish Dick would help me." In which sentence would she use a noun that means any one of a group? In which would she use a noun that means a particular person?

5. Notice the difference in the corresponding nouns in the following sentences:

Daniel Boone sailed down the Ohio River and settled in Kentucky.

The pioneer sailed down the river and settled in a new country.

6. The nouns *Daniel Boone*, *Ohio River*, and *Kentucky* are **proper nouns**; each refers to a particular person, place, or thing.

7. The nouns *pioneer*, *river*, and *country* are **common nouns**; each may be applied to any one of a whole class of objects.

8. Give a definition and an example (1) of a proper noun; (2) of a common noun.

9. What rule for capitals should be followed in writing proper nouns?

10. Which nouns in Exercise 3 are proper nouns? Which are common nouns?

Note. The names given to the months of the year and the days of the week were derived from proper names and are for that reason called proper nouns. The names of the seasons, *spring*, *summer*, *autumn*, and *winter*, are not usually capitalized except when they are spoken of in poetry or elsewhere as if they were persons. Words denoting the points of the compass should begin with small letters unless they stand for a section of the country.

11. Name a proper noun to correspond with each common noun:

mountain lake river ocean country state

12. Give a common noun to correspond with each proper noun:

November
Panama

Tuesday
Thanksgiving

The Philippines
Baltimore and Ohio

[Nine uses of capitals]

13. Besides using a capital for each proper noun, a person should observe at least nine other rules for the use of capitals. In the following selections you will find seven of them illustrated. Can you discover what they are?

From Daybreak

A wind came up out of the sea,
And said, "O mists, make room for me."
It hailed the ships, and cried, "Sail on,
Ye mariners, the night is gone."

LONGFELLOW

From A Dream of Summer

Behind the cloud the starlight lurks,
Through showers the sunbeams fall;
For God, who loveth all His works,
Has left His hope with all!

WHITTIER

14. What two uses for capitals, not illustrated in Exercise 13, are found in the letter on page 11?

[Written exercise]

15. Write a set of rules governing the use of capital letters. Later compare your set with the one on page 412.

II. Punctuation

[Kinds of sentences]

1. In order to punctuate sentences correctly, a person should be able to recognize the following kinds:

DECLARATIVE SENTENCES: The boat is drifting away.
Head the boat ashore, Phil.

AN INTERROGATIVE SENTENCE: Would it drift out to sea and be lost?

2. Which kind of sentence either states a fact or gives a command? Which asks a question?

3. Sentences are also classified as exclamatory or non-exclamatory according to the amount of feeling they express.

NON-EXCLAMATORY SENTENCES: I should like to be ashore. How can I get there?

EXCLAMATORY SENTENCES: Oh, what would I not give to be safe on dry land! What shall I do!

4. Which kind of sentence shows strong feeling?

5. When is a declarative sentence non-exclamatory? When is it exclamatory?

6. When is an interrogative sentence non-exclamatory? When is it exclamatory?

7. Define a declarative sentence; an interrogative sentence; a non-exclamatory sentence; an exclamatory sentence. Tell what mark belongs at the end of each.

8. Punctuate the following sentences:

1. How dark the night is 2. Did you hear that noise 3. Listen 4. Be on your guard 5. Do not let any one come near 6. What a strange circumstance
7. Where are you going 8. Do not go away

9. Study the sentence *Head the boat ashore, Phil.* Notice that the name of the person spoken to, or ad-

dressed, is set off from the rest of the sentence by a comma. This is because *Phil* is an independent word in the sentence; it is not needed to complete the sense.

10. Tell why the word *Oh* in the next to the last sentence in Exercise 3, page 18, is set off by a comma.

11. The first sentence in this conversation is correctly punctuated. Tell how to punctuate the others:

Tom: Maggie, you'll have to come to dinner soon.

Maggie: Don't laugh at me Tom

Tom: What did you cut your hair off for then

Kezia: Miss Maggie come down immediately What have you been doing Oh what a sight you are

Maggie: Go away Kezia

Kezia: Your mother says that you are to come down

Maggie: I don't want any dinner Go away

Kezia: Well I can't stay here I have to help with the dinner

Tom: Maggie you are silly Why don't you come to your dinner What are you crying for

12. Copy the sentences in Exercise 11, putting in the correct marks of punctuation; then write a telephone conversation into which you bring the different kinds of sentences. Choose as your topic a surprising piece of news or a thrilling adventure.

[Use of the comma]

13. A comma indicates a slight change of thought. It is used most commonly to separate words in lists and to set off in a sentence independent words (see Exercise 9) and all other words that are not closely connected with the main idea.

14. Without referring to any set of rules, try to find a reason for each comma:

We left home on February 28, 1928.

We had with us blankets, food, and cooking utensils.

The next day a storm came on, and we were compelled to huddle near the camp fire all day.

I fell, or rather dived, into the snow.

Although the horse had wandered away from the camp, we found her in the morning.

"Hello, Midget," I shouted, "what are you doing here?"

15. What rules for the comma are illustrated in the letter on page 11?

16. Write a set of rules governing the uses of the comma. Give an illustration of each, and then compare your set with the one given on page 413.

17. For further study of capitalization and punctuation, see page 157.

9. Mastery of the Sentence. Test No. 1

This test and the others like it throughout the book should help you to measure your ability in the use of the sentence and aid you in overcoming any faults that you may have.

[Recognition]

Write on a sheet of paper the number printed with each group of words that forms a complete sentence:

1. The vine growing over the fence
2. The plants in the garden
3. The corn was ripe
4. Before the rain fell
5. A cold wind was blowing
6. Late that afternoon as they strayed near the captive hens
7. Six little partridges now sat in a row at night with their mother, though it was not unusual for some little one with cold feet

8. If the woodchuck saw a fox near he went down through the door to his den, or if the enemy was very near he went inside and stayed long enough for the danger to pass

[Writing in sentences]

Find where each sentence ends; then copy the paragraph, putting in the necessary periods and capitals:

9. The house was of logs there was a bed in the living room besides a cupboard, a table, some chairs and a bureau the floor was covered with a rag carpet a half-sash window to the east admitted a flood of light which fell upon the bed and made the colors in the patch-work quilt gay and bright

[Appreciation of excellence]

Write the number of the paragraph that contains sentences which are clear in meaning and at the same time sound well.

10. Nor had we much time left to us for thought. The pirates leaped suddenly from the woods. They came like a cloud from the north. They gave a loud huzza. They ran straight at the stockade. At the same moment, the fire was opened from the woods once more. A rifle ball sped through the doorway. It knocked the doctor's musket into bits.

11. Nor had we much time left to us for thought. Suddenly, with a loud huzza, a little cloud of pirates leaped from the woods on the north side, and ran straight on the stockade. At the same moment, the fire was once more opened from the woods, and a rifle ball sped through the doorway, and knocked the doctor's musket into bits.

12. Nor had we much time left to us for thought. They were upon us. Such a loud huzza! Suddenly like a cloud on the north side they ran straight after leaping from the woods on the stockade. Once more from the woods the fire would be opened and the doctor's musket at the

same moment by a rifle ball that rang through the doorway would be knocked into bits.

[Punctuation]

Copy the following sentences, punctuating each in a way that will make the meaning clear:

13. The lighthouse on Mackerel Reef which lay directly in the course the boat had taken could be seen in the distance

14. If the boat had caught on the reef perhaps it was safe

15. The boys looked toward the horizon but no boat was in sight

16. By way of eatables the boys had with them a piece of pork three apple pies and half a dozen lemons

17. I say boys exclaimed Phil they will surely come for us when they find we don't return

[Composing sentences]

Make one sentence out of the sentences in each of the following exercises. You may leave out some words and add others, but you must not change the thought.

18. The road led over high mountains. It led across narrow valleys.

19. The grade was lessened by tunnels. These tunnels were built through the sides of the mountains.

20. On the mountain sides the ground was bare. In the valley the snow still lingered.

21. A river had worn its way through solid rock. It had made a deep canyon for itself.

22. People lived in the valley. Some of them were miners. These miners worked in copper mines. Others were ranchmen. The ranchmen fed their cattle on the mountain pastures.

Standard score: *Fair*, 10-11 correct exercises; *good*, 12-13; *excellent*, 14-22.

Chapter II — WINNING SUCCESS AT SCHOOL

1. An Opportunity

You have a golden opportunity to use what you learn in the study of English to aid you in winning success in other school subjects. In the lower grades you were often content merely to answer questions in brief sentences. Now you are ready to continue the work, started in the sixth grade, or earlier, of preparing your lessons in such a way that you can carry on an intelligent discussion and give an interesting talk.

With a double purpose in mind, you should endeavor to organize your ideas in all of your school subjects so that you can express them clearly and concisely. The result will be, first, the establishment of good habits in English and, in the second place, an improvement in all of your school work.

2. Learning to Study

[Mastering the thought in a selection]

Success in many school subjects is greatly influenced by a person's ability to grasp the thought in a selection and to express it so that it is clear to others.

1. The following paragraph shows our dependence upon the sun. What facts illustrate this main idea?

The sun is a great flaming ball of fire many times larger than the earth. It is millions of miles away, yet it furnishes us with light and heat. It gives us our daylight and our summer warmth. It causes the grass and trees and all other plants to grow. Without the sun the earth would be a cold gray planet revolving in darkness and without life upon it.

2. Try, after reading the following paragraphs once, to give first the main idea in each, and then the ideas that bring it out:

We who are familiar with the structure and the habits of wild swans, geese, and ducks are not surprised to learn that these large waterfowls annually perform long journeys. Their bodies are powerful engines, adapted equally well to a rushing flight through the air and to a restful locomotion on the water. Moreover, in autumn their plumage is so thick and dense that it is not only waterproof and frost proof, but almost shot proof.

But how can we express our wonder and admiration when we learn that such feeble and tiny folk as the warblers and humming birds undertake longer voyages than the swift teal and the majestic swan? The blackpoll warbler, a bird smaller than the chickadee, makes its summer home as far north as Alaska, and winters in Brazil, traveling from ten to fifteen thousand miles a year. The rufous humming bird, a wee bit of a bird, scarcely larger than a bumblebee, makes its summer home and builds its tiny nest on the spruce of Alaska, and spends the winter among the flowers of tropical Mexico. Twice a year it journeys up and down the Pacific coast, a distance of three thousand miles.

D. LANGE

3. Read the following directions; then turn to the page in a reader (or some other book) indicated by your teacher, and test your ability to use the rules:

READ — In the first reading, try to grasp the main idea in each paragraph.

THINK — With the main ideas in mind try to recall the facts that bring them out.

TEST — Re-read the selection to make sure that all of your ideas are correct.

REPORT — As you talk, keep in mind the thought to be expressed. Do not try to remember the exact words of the book.

3. Giving a Talk in History or Geography

[Using an outline]

1. A talk in history or geography may be planned with an outline in mind similar to the following. The facts should be arranged in sequence and the most important ones emphasized.

The Yellowstone National Park

- I. Location, extent, and general characteristics
- II. History: discovery; why the Government set the land aside for a national park
- III. The three marvels that stand out among many others: the Mammoth Hot Springs, the Upper Geyser Basin, the Canyon and Falls of the Yellowstone

2. What topics might be included in a description of the Battle of Bunker Hill, for example, or in the story of the settlement of Kentucky?

3. Compare the following outlines. Which of them covers important topics arranged in good order? What is wrong with the other outline?

The Building of the Panama Canal

- I. The need of a canal across the Isthmus of Panama
- II. The attempt by the French to build a canal; difficulties and failure
- III. The attempt by the United States; the difficulties; how the difficulties were overcome; final success

The Building of the Panama Canal

- I. The landslides encountered in building the canal
- II. The location of the canal
- III. The railroad that ran across the isthmus
- IV. The voyage around Cape Horn

4. With the help of the class select a topic in which you are all interested and make an outline for a talk. Choose one of the following topics or a similar one:

Inventions That Have Affected the Mode of Travel in the United States

The Cotton Crop of the World

The French and Indian War

The Preservation of our Forests

5. With one of your next lessons in mind outline a talk and submit it to your teacher or class for criticism. Include only main topics, and arrange them in a proper sequence.

[Writing in paragraphs]

6. The outline for a talk on the Yellowstone Park (see Exercise 1) covers three main topics. A paper based on the outline should therefore be written in three paragraphs. In how many paragraphs should a paper be written if it is based on an outline covering two topics? If it is based on one covering five topics?

7. What rule should be followed in paragraphing a paper in geography, in history, or in any other subject?

4. Telling a Story from Experience

I

Choosing a Subject

1. In choosing a subject for a story, a good storyteller keeps in mind the point of view of his listeners. He tries in the first place to find something that will interest them. In the second place he is careful to limit his subject so that he can make a real story of what he has to say. He realizes that people would rather hear in detail about a single event than to hear a little about each of many topics.

2. The young girl who wrote the following story had an opportunity to tell about a number of objects. How many did she select to describe? Why is the story more interesting than it would have been if she had given merely a long list of the things that she saw?

THE MINUTE MAN AT CONCORD

Last summer my father took me to Concord. We saw the Old Manse and visited Louisa M. Alcott's home and many other places, but what interested me most was the statue called *The Minute Man*. To reach the statue, we went down an avenue of trees to the bridge where the "shot heard round the world" was fired, and where the statue was erected in commemoration of the event.

The minute man stands with a gun in one hand and with the other hand on a plow. His position shows that he was ready to leave his plow and fight for his country at a minute's notice. His expression is one of independence and determination. As I looked at the statue, I realized as never before how brave the men of the Revolution were and how ready to fight for liberty.

3. Which of these topics is preferable as a subject for a short talk: *An Automobile Trip* or *An Exciting Moment on a Trip*? *When We Moved* or *Trouble on the Road*? *Winter Fun* or *Fun in Skating*? *My Radio* or "*Listening in*" *Last Evening*?

4. What topics could you substitute for the title "My Summer Vacation"? For "Life on a Farm"? For "A Long Journey"?

Planning a Story

5. After choosing his topic, a good story-teller plans his story carefully. Just as in giving a talk in geo-

graphy or some other subject, he tries to arrange his facts in sequence and to give the most important ones the greatest emphasis.

6. Which of the following plans puts the emphasis on the topic suggested by the title?

<i>A Ride in an Aeroplane</i>	<i>A Ride in an Aeroplane</i>
My grandfather's plan to let me have a ride in an aeroplane	How I came to go
My grandmother's opposition	My sensations as we were ascending
How the difficulty was settled	What I experienced when high in the air
How I felt when I was in the aeroplane	How the country looked as we descended
	How I felt when the ride was over

7. Why is it a mistake to make the introduction to a story too long? Which of the following items would you emphasize in a story of being lost? Which would you either omit altogether or barely mention?

The start for a day's berrying	Wandering from the others
Who went	Finding myself lost
What we did the day before	Futile attempts at finding the others
What we took with us	How I felt as night came down
Looking for berries	The rescue

Making a Story Interesting

8. In his endeavor to keep the attention of an audience, a good story-teller not only plans his story carefully, but tells it in an entertaining way. He chooses an introduction that will attract the attention of his listeners and make them anticipate what is coming. He follows this by giving details that bring out the

point suggested in the opening sentence, and finally he brings his story to a definite conclusion.

[Choosing a good beginning]

9. Which of these opening sentences do you think would interest an audience most?

I shall never forget the first night I spent away from home.

If you have never had a stamp collection, you have missed a good time.

Once I was marooned at high tide on a rock.

My puppy sometimes gets me into trouble.

I had difficulty in learning to dive.

There is one experience in my life that I should certainly like to live over again.

I have had many narrow escapes, but none equal to ———

10. For the sake of variety an exclamatory or interrogative sentence may occasionally be used for a beginning. Give examples of your own like the following:

Have you ever seen a bird feeding its young?

How frightened I was one day when I boarded the wrong train!

11. Find in a school reader or elsewhere stories that have good introductory sentences. Read the sentences to the class.

[Giving details for clearness]

12. In telling a story of being caught by the undertow at the seashore, a person might mention (1) that at one time he was swimming near shore with no thought of the undertow in mind, (2) that he suddenly found himself in its power, (3) that he was dragged under the water, (4) that he felt powerless and alarmed, (5) that he was unable to call for help, and finally (6) how he was rescued.

13. Select one of the opening sentences in Exercise 10 or Exercise 11. Tell what details might be included in a talk introduced by the sentence.

[Choosing a good ending]

14. Which of the following do you think would make a good ending for a story?

Never again will I venture out in a canoe alone.

I will leave you to guess what happened after I handed my father my report card marked *poor*.

I was thankful when it was all over.

We returned home tired but happy.

We had worked hard and won our reward.

I have never dared since then to pass the house.

15. How could you end a story telling of a ride in an aeroplane? Of being lost? Of winning a hard-fought game? Of capturing a runaway pony? Of conquering fear?

Care in the Selection of Sentences and Words

16. In the lesson on page 12 you talked about the characteristics of good sentences; in the one on page 14, you discussed the choice of words. What were some of your conclusions?

Summary

17. With the following questions in mind, write a set of directions that will help you in telling a story. What care should you use in your selection of a subject? What should you keep in mind in planning a story? What are some of the ways of creating interest and thus holding the attention of your audience? What kind of sentences should you use? What care should you take in your choice of words?

II

18. Later on the members of your class will have an opportunity to plan a school paper and also a Junior Red Cross portfolio. As they listen to the talks given from day to day by different boys and girls, they should select those that may be used in carrying out their plans. Perhaps your teacher will keep the papers that the class asks to have written.

5. Vocabulary Study

[Giving words their right meaning]

1. A noted American author says, "The born writer is interested in words precisely as the born athlete is interested in scores or records." Have you this interest? Do you know the exact meaning of the words that you use?

2. Give sentences of your own to show just what each of the words printed in *italics* means:

1. A healthy boy *enjoys* outdoor life. Almost everyone *likes* ice cream and cake. The football team *admires* the captain for his quickness of wit. Children *love* their parents.

2. The girl *got* a book from the shelf. Elizabeth *has* a book in her desk.

3. Robert's mother said, "*Take* your books to school with you in the morning and *bring* them home in the afternoon."

4. Margaret said to her teacher, "Will you *let* me go to the library? I have a book that I must *leave* there."

5. After the boy had *learned* how to skate, he *taught* his brother.

6. An astronomer *discovered* a new star. The Wright brothers *invented* the first airplane to be used in flying.

7. The members of the class *studied* their lessons. The girls *memorized* a poem. The boys *read* many books.

6. Using Words Correctly

I. Nouns

1. To use nouns correctly, a person needs to know not only the difference between common and proper nouns (see page 16) but also the change that takes place in a noun to show number and to indicate ownership or possession.

2. Learn the plurals for the following nouns if you do not already know them:

Singular:	key	church	factory
Plural:	keys	churches	factories
Singular:	leaf	woman	tomato
Plural:	leaves	women	tomatoes

3. Write the plural for each of these words:

turkey	bush	loaf	fly	potato
donkey	brush	half	lady	hero
monkey	box	shelf	lily	echo

4. A common error in the use of the apostrophe occurs when it is used to show possession. With the help of the words printed in *italics* tell how to form the possessive plural when the plural ends in *s*.

Possessive singular: The *soldier's* coat was shabby.

Possessive plural: The *soldiers'* coats were shabby.

Note. The possessive with an apostrophe is not used with inanimate objects except in such expressions as *an hour's time*, *a dime's worth*. It is incorrect to say the *house's roof*.

5. Tell which of the following possessives are singular in number and which are plural:

The dog's collar	Boys' overcoats	Men's shoes
The man's work	Girls' hats	Women's gloves
The farmer's tools	Baby's toys	Children's books

6. Change these sentences so that the words in *italics* are plural:

The *boy's* games were over.

The *girl's* cloakroom was kept in order.

7. Write sentences showing the singular and the plural form of each possessive in Exercise 5.

II. Pronouns

1. The following questions are often asked children when they first enter school. Complete the answers as they might be given.

What is your father's business? ——— is a farmer.

How old are you? ——— am six.

When is your birthday? ——— is in March.

Words like *he*, *I* and *it* are called **pronouns**.

A pronoun is a word used in place of a noun.

2. Show that the words in *italics* are pronouns by pointing out the noun for which each stands:

The pupils all tried to help *their* teacher.

Mary said that *she* would put the books away.

Tom said that *he* would close the windows.

Three of the boys said that *they* would clean the boards.

3. Notice that the pronouns in the following sentences are correctly used; then give other sentences showing their use:

My brother and I are of nearly the same age.

He and I have many good times together.

He is taller *than I*.

My sister and I were lost in the woods.

It was she who found the way home.

A package came addressed to *my brother and me*.

4. If any of the expressions given below sound unnatural to you, you should practice using them until they sound correct:

He and I are ———	——— against him and me
She and I are ———	——— between you and me
He and she are ———	——— to her and me
It was he (she, or I)	——— for him and her
It was they.	——— with them and us
——— as he (she, or I)	——— from you and them
——— than he (she, or I)	——— toward you and us

III. Verbs

1. In a sentence such as *Boys run* two words are required. One of them names that of which an assertion is made; the other makes an assertion. The word *boys* is a noun. The word *runs* is a **verb**.

A verb may express action.

Example: The dog *jumped* at his master.

A verb may assert that a fact *is* or *seems to be* true. These are verbs of *being*.

Example: The man *is* blind. He *looks* old.

2. In speaking of a horse, you might use the verbs *gallop, run, trot, pace, walk, stand, shy, eat, and drink*. What verbs could you use to name the actions of a bird?

3. Add other verbs expressing action to the list started after each noun:

Animals: eat, sleep	Dressmakers: sew
Children: laugh, cry	Farmers: plow
Housekeepers: sweep	Carpenters: saw

4. Some of the verbs that make an assertion without expressing action are used in connection with the five

senses. For the sense of touch, the verb *feels* is used. Name verbs associated with the other senses.

5. Complete the following sentences with verbs that make an assertion without expressing action. Use a different one in each sentence:

The sky ——— clear.	The apples ——— hard.
The garden ——— beautiful.	The grapes ——— sour.
The roses ——— fragrant.	The echo ——— faint.

6. A verb may be defined as “a word of assertion” or in the following way:

A verb is a word used to assert action or being.

7. Sometimes a group of words is used for a verb. Notice the words printed in *italics*:

The boys on the football team *have been practicing*.
They *are preparing* for a game with a rival team.

Verbs made up of a group of words are sometimes spoken of as **verb phrases**.

Note. A verb phrase consists of a principal verb and such auxiliaries, or helping words, as *is, are, was, were, has, have, had, may, can, will, shall, could, and would*.

8. Use each verb phrase in a sentence reporting school news:

is studying	have made	can improve
are singing	have written	will try
have been learning	have learned	may win

9. The following verbs are five of those that give trouble in our everyday speech. Make sure that you can use each correctly: (1) saw, have seen; (2) did, have done; (3) went, have gone; (4) came, have come; (5) ran, have run.

10. For further study of the noun, pronoun, and verb see page 159.

7. Test. Using Words Correctly

The following test covers over sixty per cent of the errors commonly made by boys and girls in the use of words. Try to make a perfect record on the test and to avoid the errors in your speech.

Test A. First Form. Fourteen Common Errors

Copy and complete, using words from the list below
Number 5:

1. Many of the birds have —— south.
2. The airship —— from across the ocean.
3. The boys —— deer in the woods.
4. The men —— their work before they left for home.
5. The fox with the stolen hen —— swiftly toward the woods.

went	came	seen	did	run
gone	come	saw	done	ran

Use pronouns to complete these sentences:

6. My brother and —— climbed a mountain.
7. —— and —— saw an eagle's nest.
8. A letter came to my sister and ——.
9. My sister is older than ——.
10. Tom knew that it was —— who had broken the window.

Complete, using words that make sense:

11. Have the boys what they need? No, they —— no pencils.
12. Have you Mary's book? No, I —— it.
13. In asking permission, Ruth should have said "—— I go please?"
14. Robert likes to ride fast, but his brother —— enjoy it.

Chapter III — THE STUDY OF A NEWSPAPER

1. Selecting News Items

[Conversation]

A good newspaper contains a surprising variety of reading matter. Besides current news and editorials, it usually includes a section on baseball and other outdoor sports, a household department, several columns for children, a section on radio, and pages devoted to shipping news and market reports. Its contents range all the way from news of foreign countries to funny pictures and cooking recipes.

1. With a newspaper in hand point out its different sections, or departments, and tell the purpose of each.

2. Be ready also to express an opinion on the kind of news items that will help you to keep abreast of the times.

3. Which of these subjects should you select for discussion with your class at school?

New inventions	Important speeches
Discoveries	News of the President
Crime, such as murder or theft	News of other important persons
News of Congress	Elections
Accidents	Conventions
Calamities	Town or city improvements

4. Tell why news items similar to the following are appropriate for a school audience:

A new chapter in aviation history was written when the three United States army lieutenants, attempting to encircle the world by air, descended in their planes after

a perilous flight of 878 miles through Arctic winds and snow storms from one of the outer islands in the Aleutians to an island on the coast of Siberia. Thus to America goes the honor of being the nation to succeed in a flight across the Pacific.

In recognition of his heroism in rescuing two boys from drowning at Colonial Point, North Weymouth, Eldon Wedlock, fourteen-year-old son of Mr. and Mrs. John H. Wedlock of West Somerville, last night received the Boy Scouts' national honor medal. This medal is the highest reward within the jurisdiction of the Boy Scouts and is reserved for those who show great heroism and self-sacrifice.

[Reporting news]

5. Bring to school a newspaper clipping that contains news suitable to discuss at school. Give in a few sentences the gist of the news and ask the class for an opinion of your selection.

6. Be ready at least once a week for the next few weeks to report news that you think will interest the class.

2. Reporting School News

[Composing a news item]

1. If a trained newspaper reporter were to visit your school, he would find in the work going on there material for a number of good news stories. You will be interested in seeing what members of your own class can do in reporting. First study the following exercises; then be ready with a plan for sending reporters to different rooms in your school to interview the teachers and gather news.

2. Find the main idea brought out, or featured, in the following item:

SECOND GRADE FINDS A NEW WAY OF STUDYING BIRDS

By attracting birds to their school windows, the pupils in the second grade have found a new way of studying winter birds. The children first put out on a window sill a tray filled with wheat, a dish of water, and then a tiny Christmas tree on which they tied small pieces of meat, suet, and apples. Since food has been scarce, many birds have visited the feast spread for them; and the children, by watching their guests, have learned much about the appearance of the birds and their habits.

3. What is the relation of the headline to the main point of the news item in Exercise 2? What has the opening sentence to do with the main point?

4. With a newspaper in your hands point out some of the most interesting news items and then tell how the headlines and opening sentences help you in understanding the news.

5. For your next lesson prepare a news item that would be suitable to use in a school newspaper, such as the one printed on page 41. Tell about something interesting that has happened in your own class or something that you have been told by pupils in other rooms. If you were one of those chosen to interview a teacher, you are to report the news item gathered from her.

6. In preparing your report, think of a good headline and an attractive beginning, and then see that what you write forms a closely connected story expressed in interesting sentences.

[Avoiding "run-on" sentences]

7. The following news item is written in "run-on" sentences. What should you do with it before submitting it to the editor of a school paper?

The sixth grade has been making a unique library for

the first grade children instead of books there are rows of boxes and the Little Red Hen is pictured in one the three Billy Goats Gruff are residents of another Peter Rabbit and his family occupy the third and these famous characters are made of wood and painted so that they may be played with from year to year

8. Go over the news item that you have prepared. Make sure that it contains no "run-on" sentences and no errors in spelling, capitalization, or punctuation.

3. School News — Fall Number

[Making plans]

If the members of your class wish to issue a school paper similar to the one on page 41, they will need first of all to appoint a board of editors and to decide upon the form the paper is to take. If they have no means of printing or multigraphing their articles, they may either post them on the bulletin board or mount them on a large cardboard, or they may bind them in the form of a magazine.

Besides submitting to the board of editors the news items prepared in the lesson on page 38, each member of the class should try to contribute at least one of the following:

- a. An editorial on a subject connected with your school
- b. A Better Speech rhyme or jingle
- c. A good joke or a humorous anecdote

All contributions should be neatly written in black ink on paper of uniform size.

[Proof-reading]

In proof-reading your contribution, what will you keep in mind if it is an anecdote? If it is a rhyme? If it is an editorial?

SCHOOL NEWS—FALL NUMBER

VOLUME II

OCTOBER NOVEMBER

NUMBER I

EDITORIAL

MAKING OUR CITY SAFE

One of the duties of a good citizen is to make his city safer. This may be done in many ways.

The motorists, pedestrians, and parents must help.

Mr. Motorist, observe these rules:

Obey all traffic laws.

Stop, look, and listen at grade crossings.

Do not go beyond the speed limit.

Mr. Pedestrian, observe these:

Stop, look, and listen before crossing streets.

Do not throw fruit peelings or other objects on pavements or steps. Some one may be hurt.

Be careful of oncoming vehicles when getting on or off street cars.

Mr. and Mrs. Parent, take heed to these:

Label all bottles.

Be sure matches are out of reach of small children.

Be careful not to let old rags and paper accumulate in closets, basement, attic, or sheds.

Keep dangerous articles out of the reach of children.

We school children will try to do our part since we are being taught safety in the schools. We hope that all will give their cooperation in making our city safer.

It is well for us occasionally

to recall the Golden Rule—"Do unto others as you would have others do unto you."—E. F. B., *Courier-Journal*, Louisville.

STATION FIVE-A BROADCASTS

The children in the fifth grade have been careless in pronouncing *have you*. To overcome this difficulty, they have written jingles like the following, which they broadcast from Radio Station Five-A in the school corridor:

I have to study, I have to play,

I have to go to school each day.

The receiving set is made of cardboard with tin discs and with an old phonograph horn serving as a loud speaker. The children in the classroom "listen in" and then repeat the rhyme.

SPOOKS AND GOBLINS

Spooks and goblins held forth in quaint array in the first grade on Friday afternoon when thirty-three little boys and girls in spook hats and masks listened to stories and weird music. The dim light from Jack-o-lanterns made a fine setting for the Hallowe'en party.

HEARD AT SCHOOL

Fourth grade teacher: Can some one tell me the meaning of rumor?

Boy: I can tell. It means some one who sleeps where he doesn't live.

4. Sentence Study

I. The Two Parts of a Sentence

1. In reporting news of a school picnic, a person might use the following declarative sentence:

The day of the picnic began well.

The sentence consists of two parts: the **subject**, or that of which something is said; and the **predicate**, or that which is said of the subject.

The day of the picnic	began well
<i>subject</i>	<i>predicate</i>

2. In the following sentence the part that is printed in italics is called the subject. Give the reason and then tell why the other part is called the predicate:

The sky was clear.

3. Supply subjects for these predicates:

1. ——— frisked in and out among the trees.
2. ——— were seen sunning themselves by the river.
3. ——— grew in clusters along the path.
4. ——— was seen pecking at the bark of a dead tree.
5. ——— built their nests in the treetops.
6. ——— swam to and fro in the water.

4. Give predicates for each of the following subjects:

- | | |
|--------------|---------------------|
| 1. A brook | 3. A flock of birds |
| 2. Oak trees | 4. Harmless snakes |

5. Tell which is missing, the subject or the predicate; then supply the missing part:

- | | |
|---------------------------|-------------------------|
| 1. dark clouds | 5. tall trees |
| 2. hurried toward shelter | 6. fell in torrents |
| 3. thunder | 7. were drenched by the |
| 4. flashed | rain |

6. Examine each of the following expressions to find whether it contains a subject and a predicate and therefore forms a complete sentence. Complete those that do not.

- | | |
|--------------------------|---------------------------------------|
| 1. A laughing girl | 7. The boys won the game |
| 2. A girl laughed | 8. The boys running across the street |
| 3. Children at play | 9. A new ball |
| 4. Children were at play | 10. Wishing to go |
| 5. Near the river | 11. The sun shone brightly |
| 6. Flew far away | 12. The water in the pond |

7. A sentence is in its "natural" order, from the standpoint of grammar, when the subject comes first. For example, the sentence, *The boys ran away*, is in a natural order. To give emphasis to an idea, the parts of a sentence are sometimes arranged out of order. In the sentence *Away ran the boy* the parts are out of order, or in an "inverted" order.

8. Change these sentences so that the subject of each comes first:

1. Above the trees soared an eagle.
2. Into the bushes scurried the frightened rabbit.
3. Down fell the airplane.
4. From the east came a cold wind.
5. On its errand of mercy sped the ship.

9. Arrange the parts of each of the following sentences in their natural order, if they are not already so arranged; then give the subject and predicate of each sentence:

Fun in the Water

1. The surf was high.
2. Down the beach ran the children.
3. Into the water they plunged.
4. The smaller waves broke over the children.
5. The big waves carried them ashore.

The Fire

1. A fire alarm sounded. 2. Down the street came the fire engines. 3. Next came the hook and ladder. 4. From the building poured clouds of smoke. 5. At the window stood a frightened woman. 6. Up the ladder hurried the fireman. 7. Breathlessly the crowd watched him rescue the woman.

II. The Verb and its Subject**I. Find the verb in the following sentence:**

Yesterday rain fell.

Notice that the noun *rain* names that about which an assertion is made. *Rain* is therefore spoken of as the **word subject**, or **simple subject**, of the verb *fell*.

2. Name for each sentence its simple, or word, subject and the verb.

Example: Read, *The fire in the grate burned brightly*; say, *Fire burned*.

1. The aviator in his new aeroplane flew above the clouds.
2. The battered warship traveled slowly.
3. The diver clad in a water-tight outfit plunged into the deep water.
4. Near the shore tall palms grew.
5. The fish in the shallow water swam to and fro.
6. The men in canoes paddled swiftly through the water.
7. Hot water spouted from the spring.
8. The moon above the mountains shone brightly.
9. The waves broke on the shore with a booming sound.
10. A bird of prey hid in a tall tree.
11. A warm wind blew from the south.
12. Spring rains fell in torrents.
13. The snow in the fields melted rapidly.
14. The flooded rivers carried bridges away.

3. Notice in the following sentences that when the subject changes in number, the verb changes its form.

1. A rose *is* fragrant. Roses *are* fragrant.
2. The apple *was* ripe. The apples *were* ripe.
3. The pine tree *has* needles. Pine trees *have* needles.
4. The boy *does* his work well. The boys *do* their work well.

The words *is*, *was*, *has*, and *does* are **singular forms** of verbs and are used with singular subjects. The words *are*, *were*, *have*, and *do* are **plural forms** and are used with plural subjects.

4. Give several pairs of sentences of your own like those in Exercise 3. Show the difference in the use of *is* and *are*, *was* and *were*, *have* and *has*, and *does* and *do*.

5. Complete, using *is* or *are*:

1. Autumn days ——— here.
2. The golden-rod ——— in bloom.
3. The grass in the pasture ——— brown.
4. The leaves on the maple tree ——— turning yellow.
5. The flowers in the garden ——— fading.
6. Many of the birds ——— on their way south.

6. Complete Exercise 5, using *was* and *were*.

7. Particular care should be taken in the use of a verb that forms part of a contraction. It is correct to say:

He isn't	He doesn't	I wasn't	He hasn't
They aren't	We don't	You weren't	We haven't

8. Complete; then give other pairs of sentences showing the correct use of the same contractions:

1. An arrow *isn't* a good weapon. Arrows ——— good weapons.
2. A gun *wasn't* used in early times. Guns ——— used in early times.

3. A bluejay *hasn't* a good reputation. Bluejays
—— a good reputation.

9. Give at least ten sentences showing that the contraction *doesn't* is used with a singular subject. Make statements similar to the following:

A cautious boy doesn't take risks.

10. When a sentence is introduced by the word *there*, the subject usually follows the verb. The sentence *There were three children at play* means *Three children were at play*.

11. Complete:

1. There is a nest in the elm tree. There ——
nests in the elm tree.

2. There is a tree near the house. There ——
trees near the house.

3. There was no cloud in the sky. There —— no
clouds in the sky.

4. There was a bright star near the horizon. There
—— bright stars near the horizon.

12. Complete, using *is* or *are*:

1. There —— a storm coming up.

2. There —— sailboats out on the lake.

3. In one boat there —— a crowd of boys.

4. In the other boats there —— several men.

13. Complete Exercise 12, using *was* and *were*.

14. Why do singular subjects joined by *and*, such as *He and I*, require a plural verb?

15. Tell why singular subjects joined by *or* or *nor* require a singular verb.

Examples: Either *he* or *she* is to go. Neither *she* nor
her brother was there.

16. Find the reason for using the singular verb when the subject is a sum of money, such as *twenty-five cents* or *three million dollars*.

17. Which of the following expressions requires a singular verb when it is used as a subject? Use each in a sentence with the verb *is* or *are*.

They	They and I	Fifty cents
He	Neither he nor she	Ten dollars
He and I	Either they or we	A thousand dollars
You and he	A flock of pigeons	

18. The pronoun *you* is sometimes singular in meaning and sometimes plural, but it always requires a plural verb. No matter how many are meant it is customary to say, "You *were* there, *were* you not?" and "You *are* going, *aren't* you?"

19. For further study of the sentence, see page 162; for the study of the verb, see page 164.

5. Vocabulary Study

[Choosing picture-making verbs]

1. If a person wished to show how a lazy boy walked down a flight of steps, he might say that the boy *sauntered* down the steps. What verb might he use in telling how a frightened child went down the steps?

2. With the help of the following list of verbs, give sentences telling of different people crossing a field:

hurried	fled	strutted	limped	stalked
ran	stole	scampered	danced	strolled

3. On what occasions might each of the following verbs be used? Add to the list and then give a sentence for each verb:

called	whispered	announced	muttered	screamed
--------	-----------	-----------	----------	----------

4. Make a list of verbs showing how a person might
(1) look at a stranger; (2) find an answer to a question;
(3) obtain a book; (4) propel a boat; (5) get rid of an object.

5. If you have difficulty in making your lists, you should refer to a dictionary for synonyms of different words that you may have in mind.

6. Using Words Correctly

Test B. First Form. The Verb and its Subject

Copy and complete, using *is* or *are*:

1. The children — at school.
2. One of the books — lost.
3. Henry and his sister — at home.
4. Both the boys — going.
5. Neither Mary nor Jean — to go.

Copy and complete, using *was* or *were*:

6. There — only one child left.
7. There — three eggs in the nest.
8. The apples on the tree — ripe.
9. Every one of the men — busy.
10. A thousand dollars — the price paid for the car.

Use words from below number 15 to complete these sentences:

11. Neither of the girls — a bicycle.
12. Both boys — their work well.
13. John — go home for lunch.
14. The woman — any work to do.
15. There — any apples left in the basket.

has	does	doesn't	hasn't	wasn't
have	do	don't	haven't	weren't

Chapter IV — A BOOK CLUB

1. Forming a Club

[Conversation]

One of the most interesting things that you and your classmates can do is to form a book club and hold meetings once or twice a month. To join the club you may make it the rule that a boy or girl must have read a given number of books from an approved list and be ready afterwards to read one new book a month. Such a club not only will give you pleasure and make you acquainted with many good books but will be useful to you in other ways. Can you tell what these ways are?

Every club should have a constitution, or set of by-laws. First read the following by-laws to see what is included in the different articles; then, with the help of page 50, practice voting. After that you will be ready to form your own constitution. You may use, if you wish, the articles given here, making in each such changes as you see fit.

BY-LAWS OF A CONSTITUTION

Article 1. The name of our club shall be the Seventh-Grade Reading Club.

Article 2. The purpose of the club shall be (1) to make the members better acquainted with good books; (2) to give them experience in managing a club and in conducting club meetings; (3) to give them practice in speaking before an audience.

Article 3. Any boy or girl in the seventh grade who has read three books on the club list may become a member after his or her name has been presented to the club and voted upon with a majority in approval.

Article 4. The officers of the club shall consist of a president, two vice-presidents, a secretary, and a counselor.

Article 5. It shall be the duty of the president to preside over the meetings of the club and, with the help of the counselor and other officers, to plan the programs.

Article 6. It shall be the duty of a vice-president to preside over the meetings in the absence of the president and otherwise to assist the president in his work.

Article 7. It shall be the duty of the secretary to make a list of the club members and to keep the minutes of all meetings.

Article 8. The counselor shall be the classroom teacher of the members of the club.

Article 9. It shall be the duty of the counselor to give advice, to approve all programs, and to keep a record of the books read by the members.

Article 10. To maintain membership, it shall be the duty of each member of the club to read one good book a month; to hand in a record of this book to the counselor; and, when requested, to take part in the club program.

2. Practice in Voting

I. Voting on the By-Laws of a Constitution

Before deciding upon the by-laws of a constitution, the club should appoint two officers, a chairman to take charge of the meeting and a secretary to make a record of what is decided upon. The plan used in voting may be similar to the one shown in the following conversation; that is, one article may be taken up at a time and the voting done by a show of hands.

Chairman: The meeting will please come to order. The secretary will read the first article of the constitution.

Secretary: The name of the club shall be the Seventh-Grade Reading Club.

Chairman: You have heard the article. What will you do with it?

(Fred Jones rises and the chairman calls him by name. One is supposed not to speak until he has been recognized in this way.) Fred Jones.

Fred Jones: Mr. Chairman, I move the article be adopted as read.

Chairman (as Mary Day rises): Mary Day.

Mary Day: Mr. Chairman, I second the motion.

Chairman: Are there any remarks? (Pauses.) It has been moved and seconded that the name of the club shall be the Seventh-Grade Reading Club. All those in favor may raise their right hands. (The chairman counts the hands.) All those opposed may raise their right hands. (The chairman counts the hands, announces the result of the vote, and then asks the secretary to read the next article.)

Note. Any one desiring a different name for the club should have risen before the article was voted upon and said, for example: "Mr. Chairman, I move the article be amended by striking out the words *The Seventh-Grade Reading Club* and writing in *The Longfellow Book Club*." In this case, if the amendment was seconded, the club would vote upon it; and then, if it received the majority of votes, the club would vote upon the motion as amended.

II. The Election of Officers

In deciding upon officers, a club should be careful to select persons who are fitted for the positions. The president and vice-presidents must be persons who can shoulder responsibility and who have good judgment; the secretary should be a person who is faithful in keeping a record, and preferably one who is a good penman.

In voting, each member may write the name of his candidate on a slip of paper, or ballot, handed to him for the purpose. These ballots should be passed out, collected, and counted by tellers appointed by the chairman.

In the course of an election the following conversation might take place:¹

Chairman: Nominations for the president are in order.

(Mary Smith and John Robinson both rise to their feet to make a nomination; but, since the chairman sees Mary Smith first, he gives her the first chance to make a nomination.) Mary Smith.

Mary Smith: Mr. Chairman, I nominate Fred Martin for president.

Chairman: Are there further nominations? (John Robinson rises again.) John Robinson.

John Robinson: Mr. Chairman, I nominate Margaret Williams.

Chairman: Are there further nominations? (Pauses.) If not, I declare the nominations for president closed.

3. The Minutes of a Meeting

It is customary for a club to keep *minutes*, or a record, of each meeting and to have this record given at the next meeting. The minutes might read as follows:

The first meeting of the Seventh-Grade Reading Club was held Friday afternoon, November 5. A constitution was voted upon and adopted, and the following officers were elected: president, Fred Martin; vice-president, Ruth White; secretary and treasurer, Mary Smith.

After the election of officers our teacher, Miss Armstrong, read from a book called *Mr. Achilles*. At the close of the reading, which was thoroughly enjoyed, the club voted to thank Miss Armstrong.

Respectfully submitted,
Mary Smith, Secretary

After the reading of the minutes the president may say, "You have heard the minutes. Are there any omis-

¹ If, before holding election, a club practices voting for candidates, it must be careful to use the names of those people only who understand that the election is not a real election.

sions or corrections?" If there is no objection to the minutes as read, the president may say, "If there are no omissions or corrections, the minutes stand approved as read." If changes are suggested and approved, the president requests the secretary to make the changes.

4. The Use of Books

[Discussion]

1. Select from this list the question that you would like to have answered, and then raise others for discussion:

1. Where is the nearest public library?
2. How can a boy or a girl secure a card permitting him to take books from the library?
3. What should a person use in a library in order to find the books that he would like to read?
4. What can one learn about a book from its title-page? From its preface? From its index?
5. Why, in particular, should all library books and all borrowed books receive good care?
6. How can a person avoid ruining the binding of a book and getting the cover and pages soiled or torn?

[Giving a talk]

2. To sum up the discussion, choose a topic of your own or use one of these suggestions:

- a. Tell where the nearest public library is situated, when it is open, and how a boy or a girl can obtain a card from it that will entitle him to take out books.
- b. With a book in your hand tell what you can learn about the book from its cover, its title-page, its preface, and its index. Point out each part.
- c. Give directions for taking care of a book.
- d. Tell the story of a library book that was misused. Tell how it complained of its bad treatment and what kind of usage it would have preferred.

[Judging a talk]

3. After you have listened to a number of talks, tell which contained information that you consider valuable enough to be printed in a school paper.

[Written composition]

4. With the comments of the class in mind, try to improve your own talk and then write it. What will determine the number of paragraphs required?

[Variety in sentence lengths]

To keep the attention of his listeners, a speaker varies the length of his sentences. Without conscious effort he makes some of them short and some of them long.

5. Compare these two stories. Which contains sentences that vary in length and therefore sound natural? Which contains sentences that are too short to be clear and to sound well?

ROBERT IN BOOKLAND

The eighth grade has written an interesting play called Robert in Bookland. The leading character, Robert, is a boy who does not like to read, and who, in spite of his friends, refuses to become interested in books. Robert falls asleep and dreams. Books as large as people enter and surround him, and then, as a fairy calls forth the characters from the books, they speak to him.

When Robert meets people like Jim Hawkins, Tom Sawyer, Kim, Robin Hood, Penrod, Jim Davis, and others, he decides that, after all, Bookland is a very good place in which to spend some of his time.

A LIBRARY BOOK SPEAKS

I have had many sad experiences in my life. My back has been broken. My leaves have been torn. My pages have been defaced. From one experience I have

never recovered. I was taken from the library by a careless girl. She left me on the kitchen table. She forgot me. The next morning the baby was drinking his milk. He dropped it. It fell on me. I was drenched. I have given many hours of pleasure. I am now a sad-looking, feeble, old book.

6. Show how some of the sentences in *A Library Book Speaks* can be combined to sound more natural. Use such words as *and*, *but*, *who*, and *after* to help you.

7. Proof-read your paper (see Exercise 4) to make sure that it is expressed in sentences that are easy to understand and that sound well. Make sure also that it contains no mistakes in spelling, in capitalization, or in punctuation.

5. Using an Index

[Alphabetical order]

1. The topics covered by a book are included in the index in alphabetical order. If, for example, a person wanted to find on what page in this text the use of the hyphen is given, he would look for the word *hyphen* under the letter *H*.

2. Under what letter should one look to find the page reference for each of the following topics?

Book Club meetings	Story-telling	Voting
Apostrophe, Use of	Invitations	News items

3. What letters other than the initials are taken into consideration in arranging words alphabetically? Why does the word *paragraph* occur before the word *period*?

4. Arrange the following alphabetically:

Abbreviations	Comma	Fables
Apostrophe	Capitals	Friendly letters
Adjectives	Connectives	Figures
Adverb	Contractions	Formal notes

5. Turn to the index of this book, and as your teacher calls off topics, see how quickly you can find on what page each occurs.

6. Under what two headings might each of the following items occur?

Business letters
Comma, The
Quotation marks

Possessive pronouns
Agreement of a verb with
its subject

7. Choose topics of your own to look up. If you cannot find them under one heading in the index, try another.

6. A Card Catalogue

1. The books in the children's department of a library are sometimes classified under the following headlines: biography and legends, historical tales, history and travel, poetry and plays, stories, books about animals and outdoor life, applied science. What are some of the headings used in your local library?

2. Under what heading given in Exercise 1 should each of the following books be found: *The Life of Abraham Lincoln*, *Story-Telling Poems*, *Wild Animals I Have Known*, *With Roosevelt in Africa*, *Boy's Book of Wireless*, *With Boone on the Frontier*?

In most libraries the names of books and authors are written on cards and arranged alphabetically in drawers. Such an arrangement is called a *card catalogue*. Headings similar to these are printed on the drawers:

a-am

an-bo

br-ce

ch-de

di-em

en-fr

3. Under what heading should you look for the title of a book by Thomas Bailey Aldrich? By Dorothy Canfield Fisher? By Samuel Clemens? By Hans Christian Andersen? By Abbie Farwell Brown?

4. Under what heading should you look for *Black Beauty*? *Arabian Nights*? *Electricity for Boys*? *American Boy's Handibook*?

[For written work]

5. Arrange the following alphabetically:

Anderson	Crane	Kipling	Stevenson
Alcott	Carroll	Kingsley	Sewell
Aldrich	Clemens	Kirk	Seton

7. Book Club Meetings

The officers in charge of the book club meetings should vary the programs from time to time. For some occasions they may ask for book reports and the reading of interesting selections; at other times, for the telling of stories, the reading of dialogues, or the giving of a play.

A Program with a Roll Call

Occasionally the president may request a roll call. For this each member should come prepared to give a report similar to the following. He may be required, for example, to mention the title of a book that he has read within a month, to give its author, and to name either the leading characters or the chief events.

Treasure Island, which was written by Robert Louis Stevenson, relates many exciting events. The most interesting one to me was the finding of the pile of gold hidden by pirates on an island.

The Story of Doctor Dolittle is a humorous book written by Hugh Lofting. The most comical part of the story is that which tells about the pushmi-pullyu, an animal like a horse, with a head at each end of its body.

The Story of a Bad Boy was written by Thomas Bailey Aldrich. The most exciting incident in the book is that of the firing of the village cannon at midnight; the saddest

part tells about the drifting to sea of a boat containing a little friend of the other boys in the story.

The meeting may be opened by the president, who says: "The meeting will please come to order. We shall listen to the minutes of the last meeting."

After the reading of the minutes and the transaction of other business, such as the election of new members to the club, the president may announce, "As the secretary calls the roll, each member is to respond with a brief description of the book that he has read within the month."

The roll call may be followed by an entertaining story read by the club counselor or some other excellent reader.

Giving Dialogues

If the committee in charge of a club meeting asks for dialogues, those who are on the program may select from favorite books incidents similar to the following:

The Duchess and the Pig — *Alice in Wonderland*

In Hiding — *Mr. Achilles*

Miss Rottenmier and the "Terrible" Kittens — *Heidi*

Topsy and Miss Ophelia — *Uncle Tom's Cabin*

General Gage and the Boys — *Boys of '76*

The Baptism of Little John — *Robin Hood*

At the Court of King Arthur — *Stories of the King*

The Hideous Woman — *Stories of the King*

In preparing a dialogue, a person should omit everything in the selection that is unimportant and limit the reading to what would total three pages or less. He should choose club members who are suited to the parts and ask them to read the selection, each taking a different character. At the meeting, by way of introduction, he may give a talk telling from what book the selection was taken, who the characters are, and where the conversation occurs in the story.

Planning a Christmas Entertainment

Some of the best Christmas programs for a book club are: (1) Short Readings from Christmas Stories, (2) Scenes from Christmas Plays, (3) Christmas Story-Telling, (4) A Roll Call Recommending Books Useful for Christmas Presents.

If your club decides to give readings from Christmas stories at your December meeting, each person on the program may select an interesting story, plan a review of it similar to that of *Mrs. Wiggs of the Cabbage Patch* in the *School News*, page 257, and then find a short passage to read. He should try to pick out the most interesting part of the story and to make his selection less than a page long.

In giving scenes from Christmas plays, the club may use selections from the following: *The Cratchits' Christmas Dinner*,¹ *The Bishop and the Candle Sticks*,¹ *The Ruggleses are Invited Out*, *The Steadfast Princess*, *Saint George and the Dragon*.

For a story-telling program old favorites like the following may be given: *Babouscka*, *The Christmas Rose, Fulfilled*, *Golden Cobwebs*, *Piccola*, *St. Christopher*.

¹ See Stevenson's *Dramatic Readers*, Book Five.

8. Making an Announcement

1. Why should an announcement similar to the following give the time and place of the entertainment? What else may it include?

The Seventh-Grade Reading Club will give a Christmas entertainment in the school assembly hall, Friday afternoon, December 20, at three o'clock. There will be a short musical and a Christmas play. The members of the school are cordially invited to attend.

2. With your book closed, try to make a perfect copy of the notice in Exercise 1; then write a similar one.

3. From day to day whenever you hear of a concert, play, or game that will interest the class, you are, with your teacher's permission, to announce it to the class. Afterwards you may write your announcement so that, if the affair is of general interest, a notice of it may be posted on a bulletin board.

9. Descriptive Words

I. The Adjective

1. If a person wished to point out a library or another building, he might say, "The *large brick* building is the one I mean." What other words than *large* and *brick* might he use?

2. What words might be used in pointing out a pine tree growing in a forest near other trees? A particular rose in a garden of roses? A woodpecker?

3. Tell what object each word in italics helps to describe or point out:

The *red* roses were in bloom.

The boys took the *first* path at the left.

The children saw *three* hawks in the sky.

Every one belonging to the club was at the meeting.

4. The words *red*, *first*, *three*, and *every* are **adjectives**.

The adjective *red* limits or modifies the meaning of the noun *roses* by telling which kind of roses is meant. Not *all* roses are referred to; only the *red* ones are spoken of as in bloom. The adjective *first* modifies the meaning of the noun *path* by showing which path was taken; the adjective *three* modifies the meaning of the noun *hawks* by showing how many hawks were seen; and the adjective *every* modifies the pronoun *one* by showing in an indefinite way the number present.

An adjective is a word used to modify the meaning of a noun or a pronoun.

An adjective usually answers the question: *What kind?* *Which one?* or *How many?*

5. Adjectives answering the question *What kind?* are sometimes spoken of as picture-making adjectives. The adjective *snow-white*, for example, when used with the noun *feathers* helps you to picture the feathers. What picture-making adjective might be used to describe the sky in summer? The snow on the mountain? The water in a brook upon which the sun is shining?

6. Use these picture-making adjectives to describe different objects:

sparkling	rosy	slender	crooked	cloudy
shining	blue	graceful	curved	stormy

7. Name picture-making adjectives that might be used with each noun:

- | | |
|--|---------------------------------------|
| 1. Building. Begin with <i>brick</i> . | 5. Dress. Begin with <i>clean</i> . |
| 2. River. Begin with <i>wide</i> . | 6. Cap. Begin with <i>new</i> . |
| 3. Bird. Begin with <i>young</i> . | 7. Rose. Begin with <i>white</i> . |
| 4. Farm. Begin with <i>large</i> . | 8. Mountain. Begin with <i>bare</i> . |

8. Find in each of the following sentences the picture-

making adjectives; that is, those that answer the question *What kind?* Name the noun modified by each.

1. Mount Vernon is a beautiful old house shaded by elm trees.

2. In front of it is a green lawn.

3. At the rear there is an old-fashioned garden.

4. In the garden we saw yellow roses, purple fox-gloves, white canterbury bells, and crimson hollyhocks.

5. In the center of the garden there is a stone sundial.

9. Tell which of the adjectives printed in italics answer the question *Which one?* and which answer the question *How many?* Name the noun modified by each:

1. In the church there were *three* altars.

2. On *one* altar *seven* candles burned.

3. *This* altar was near the front of the church.

4. The candles cast a dim light in the *nearest* corner.

5. The *farthest* corners were left in darkness.

10. Think of opposites for each adjective named here:

1. Industrious boy

13. Merry child

2. Tall girl

14. Healthy animal

3. Ripe apple

15. Wealthy man

4. Sweet orange

16. Stingy boy

5. Sharp knife

17. Homely picture

6. Young man

18. Brave soldier

7. Kind woman

19. Gloomy room

8. Courteous person

20. Sunshiny day

9. Fast horse

21. Competent doctor

10. Faithful nurse

22. Selfish young woman

11. Distant mountains

23. Farthest tree

12. This book

24. These chairs

The adjectives *a*, *an*, and *the*, which are used more frequently than any other adjectives, are given a special name. They are called **articles**.

Note. Since words should be used so that they will sound well

together the article *an* is used before words beginning with the vowels *a, e, i, o,* and *u* or with a vowel sound. The article *a* is used before all other words. It is correct to say *an orange, an eagle, an ugly horse, an honest man.*

11. Point out the articles in Exercise 8 and name the noun modified by each.

Adjectives are often placed in the predicate. When used in this way they complete the verb and modify the subject. In the sentence, *The roses are fragrant*, the word *fragrant* is a **predicate adjective** completing the verb *are* and modifying the subject *roses*.

12. Find the predicate adjectives and tell how each is used:

Iron is heavy.	The sky is blue.
Chalk is brittle.	The clouds were white.
Diamonds are rare.	The ice seemed thick.
Emeralds are green.	The children looked cold.

An adjective derived from a proper noun is called a **proper adjective** and should begin with a capital letter.

13. Name the nouns from which the following were derived:

American	Brazilian	European	Japanese
African	Canadian	Egyptian	Mexican
Asiatic	Chinese	Hawaiian	Spanish

14. What proper adjectives are derived from the nouns *England, France, Germany, Greece, Italy, Norway, Russia,* and *Switzerland*?

II. Making Pictures with Adjectives

Adjectives should be used sparingly, but when rightly used they help greatly in creating an effect.

1. Think of adjectives similar to the following that

might be used to suggest cheerfulness: *bright, glowing, merry, happy*.

2. Name adjectives that suggest gloom.

If too many adjectives are used in a sentence, the sentence sounds affected. Say, *A tall spruce stood near the gate*. Do not say, *A great, tall, beautiful, towering spruce stood near the gate*.

3. Use adjectives in the following descriptions to bring out the bleakness in the first, the cheerfulness in the second, and a sense of discomfort in the third. Do not repeat an adjective in a description:

1. Down swept the ——— wind from the mountains. It blew over the ——— fields and ——— hilltops. It rattled the windows and carried with it an ——— chill.

2. Within doors could be seen a ——— light. Around a hearth in which a ——— fire burned, sat a group of ——— children singing ——— songs and telling ——— stories.

3. The ——— soldiers had traveled many miles without food. When night came they hid in the ——— forest. They were ———; their clothes were ———; their shoes ———; and many of the men were suffering from ——— wounds. They were forced to sleep on the ——— ground. A ——— rain added to their discomfort.

4. Notice that an adjective of two syllables, such as *purple* or *snowy*, is required to complete the first line of the following stanza. What adjectives can be used in the third line?

A ——— cloud hangs half way down
 Sky yellow gold below:
 The ——— trees beyond the town
 Like masts against it show.

5. Fill the blanks in the following selection. Choose

from the list given the words that sound well and help to make each picture complete.

Along the ——— seacoast
 Over the ——— down
 You will find the Mayflower
 When you come to Plymouth town.

sandy barren bare dangerous grass-covered windswept

6. Fill the blanks in these lines from the list of words given below them:

———— hand is on the land
 The ——— sky is ——— and ———.

Winter's	dark	cold	dreary
An icy	cloudy	sad	gray
A cold	dull	sullen	forbidding

7. For further study of the adjective, see page 165.

10. Words Frequently Mispronounced

1. Can you pronounce these adjectives correctly?

deaf	regular	mischievous	American	favorite
tiny	every	interesting	Italian	genuine

Note. Pronounce *deaf*, *def* (*e* as in *left*); and *tiny* as *ti'ny* (*i* as in *ice*). Be careful not to omit any of the syllables in *regular* and *every*. Say, *reg u lar*, *ev er y*. Accent the first syllable in *mischievous* and in *interesting*. In pronouncing *American*, say, *A mer i can* (not *Amurken*). In the words *Italian*, *favorite*, and *genuine*, give each *i* the sound that it has in *it*.

2. Do you pronounce these words correctly?

business	pumpkin	route
height	barrel	faucet

Note. Pronounce *business* in two syllables (say, *bizness*). Do not add *th* to *height* (say *hit*, *i* as in *ice*). Say, *pumpkin* (not *pun-kin*). Pronounce *barrel* in two syllables. Make *route* rhyme with *shoot*. Pronounce *faucet* as *fo set* (*o* as in *orb*).

Chapter V—WRITING LETTERS

1. How to Improve in Letter-Writing



Boys and girls, as well as older persons, are frequently judged by their correspondence. If they send letters that are poorly composed and full of mistakes, they are likely to be considered ignorant or careless. Their letters should, of course, be a tribute to their friends and a credit to themselves.

Making a Class Collection of Letters

Your class will find it profitable to make a collection of various kinds of letters and to study them in connection with those given in this book.

For the study of business letters the class should obtain (a) an order blank, issued with a catalogue, (b) a letter acknowledging an order or some other communication, (c) a letter advertising goods in an honest way, (d) a letter making a proposition.

For the study of social, or friendly, letters every one will be interested not only in collecting different kinds of notes and letters, such as invitations and replies and thank-you letters, but also in reading *Theodore Roosevelt's Letters to His Children*, and the *Letters of Joel Chandler*

Harris. The authors of these books frequently drew funny pictures to illustrate their letters, and so both books are entertaining to look at as well as interesting to read.

2. Writing to Other Schools

Next to the pleasure of taking a trip through a locality is that of carrying on a correspondence with the people who live in it. If it were possible, should you and the other members of your class like to exchange letters with boys and girls living in another part of our land, or even in a foreign country? You would find the children elsewhere much like yourselves, but in every case their customs and surroundings would be somewhat different from those with which you are familiar.

If the class is interested in carrying through such an exchange of letters, it should, with the teacher's permission, plan a letter similar to the following and send it to the American Red Cross.

George Washington School
Louisville, Kentucky
January 8, 1928

American Red Cross
National Headquarters
Washington, D.C.

Dear Sir:

Our class would like to carry on a correspondence with a seventh grade in another part of the United States. If it is possible, we should like to exchange letters with boys and girls who live in a section of the country differing from our own; that is, with those who live near the Atlantic sea coast, on the plains of the west, or in the mountain regions near the Pacific. Will you kindly let us know how we can arrange such a correspondence through the Junior Red Cross Society?

Sincerely yours,
The Seventh Grade

After the class has decided from what regions it would like to hear, it should ask the different members to submit letters, like the one on page 67, from which the best may be chosen and sent.

Before writing, every one should try to answer the following questions and then read the directions on page 417:

Why should a business letter be not only clear, brief, and courteous, but free from errors?

How does a business letter such as the one on page 67 differ from a friendly letter (see page 69) in its heading? In the salutation? In the complimentary close?

Where are capital letters used in the heading? What marks of punctuation are used?

3. Answering an Advertisement

In answering the following advertisement, a good salesman would give definite information about the house he has for sale. He would be careful to mention the advantages of its location; the modern conveniences in the house, such as electricity and gas; and also the reasonableness of the price asked.

Wanted: A house in a pleasant locality near a good school. It should have all modern conveniences and be moderate in price.

1. Could you answer any of the following advertisements in such a way as to make a person wish to buy what you offered for sale?

Wanted: A used bicycle. Price must be reasonable.

Wanted: A second-hand victrola with a set of records.

Wanted: A boy's printing outfit.

Wanted: A good watch dog.

2. Select an object and pretend that you are a salesman attempting to sell it. Give a short talk in which

you try to convince the class of the merits of the object; then write a letter describing them. Supply a name and address to be used in the letter.

4. Writing Letters to Friends and Relatives

[Deciding what to write]

1. In planning a letter to an intimate friend or to a near relative, we should each ask ourselves such questions as: What in his last letter needs answering? What else would this particular friend like to hear? How can I express my ideas in a thoughtful, considerate way?

2. Why is it usually a good plan to cover only a few topics in a letter? Why should a person write in a natural way, just as he talks, but at the same time avoid all tendency to "run on" aimlessly?

3. What have the boys who wrote the following letters learned about letter-writing?

23 Atlantic Street
Lynn, Massachusetts
December 29, 1928

Dear Grandmother,

The fountain pen was just what I needed. Thank you very much for it. I carry it in my pocket and every time I use it I think of what pleasant surprises you are always planning for me.

Yesterday Cousin Charles took me to Salem to visit the House of Seven Gables. I was very much interested in it. The house was built in 1660, but it now appears as it did just before the Revolutionary War. It has low ceilings, paneled walls, large fireplaces, and a huge chimney. At one side of the chimney is a secret staircase. To enter it, you must press a door which is covered with brick to make it look as if it were part of the chimney. The house is filled with old-fashioned furniture. In the attic I saw some interesting

old spinning-wheels and some seamen's chests. In the kitchen I saw a Dutch oven, some old whale-oil lamps, a candle mold, a warming pan, and a foot stove.

Every one sends love to you.

Affectionately,
Frederick

Worcester Academy
Worcester, Massachusetts
November 4, 1927

Dear Father,

We won the Williston football game 14-0, and in the cross-country races got first and second places. There wasn't any celebration except marching around the school yard in a snake line and yelling. Usually we have a bonfire.

This morning Peniman, one of the old boys, introduced a system for fining us boys for bad table manners. The money obtained is to be used for a spread at the end of the term. For putting an elbow on the table, we are fined 1¢; for playing with the silver-ware, 1¢; for leaving a spoon in a cup, 3¢; for eating before all are served, 2¢; for coming to the table with unwashed hands, 5¢. I haven't been fined yet, but one boy was fined 7¢ all at one meal.

Your letter and one from Mother came this morning. I will write to Mother soon.

With love,
Billy

One of the secrets of composing good letters is that of putting one's self in the right mood.

4. Imagine that you are to write to one of the following persons. What preparation should you make before attempting the letter? What are some of the things that you might say?

a. A former schoolmate who would like to hear all the latest school news

- b. A favorite aunt who would like to know what you have been doing lately that has interested you
- c. A cousin who is in quarantine and who wants to know how to entertain himself
- d. A boy or girl who is coming to visit your town in his next vacation and who wants to know how he should spend his time there
- e. A friend who would like your opinion on joining the Boy Scouts or some other organization
- f. A person who needs to be cheered up by receiving an amusing letter
- g. A person who has asked you to recommend an interesting book

[Rules governing the form of a letter]

5. Notice that the letter on page 69 is written in three paragraphs. In the first paragraph Frederick thanks his grandmother for a fountain pen; in the second one he tells of his visit to the House of Seven Gables; in the third he sends greetings from the members of the household. Why is Billy's letter, also, written in three paragraphs?

6. Point out in each letter (1) the heading including the address and date, (2) the salutation, (3) the complimentary close.

[Sending letters to friends]

7. Name a former teacher or classmate who would be particularly glad to receive a letter from your class. Talk over what you regard as appropriate topics to cover in writing to the person chosen; then write a letter. After proof-reading it carefully, submit it to a committee appointed to select the five or six best letters written by different members of the class and to have the letters read aloud. Try to help the class choose the one that is to be sent.

8. Write a letter that would be appropriate to send to one of the persons mentioned in Exercise 4.

5. Invitations and Replies

1. Before giving a school entertainment, your book club as a club might send an invitation to an eighth grade, or the individual members of the club might each have the privilege of inviting a friend. In the first instance, the invitation and the reply would both be worded in a formal way; in the second instance, the notes written would be informal.

A Formal Invitation

The Seventh-Grade Book Club extends a cordial invitation to the eighth grade to an entertainment to be given in the school assembly hall, Friday afternoon, January the twentieth, at two o'clock.

Reply to a Formal Invitation

The eighth grade accepts with pleasure the kind invitation of the Seventh-Grade Book Club to the entertainment on Friday afternoon, January the twentieth.

An Informal Invitation

Dear Tom,

Our Seventh-Grade Book Club is to give an entertainment next Friday afternoon, at two o'clock. We are giving a play in the assembly hall. I hope very much that you can come.

Your old friend,
Benjamin Brown

A Reply to an Informal Invitation

Dear Ben,

Thank you very much for your invitation to the Book Club entertainment for Friday. I shall be very glad to come.

As ever,
Tom

2. How should the reply to the formal invitation in

Exercise 1 be worded if, on account of a previous engagement, the eighth grade had to decline the invitation?

3. Tell what Tom might have said in declining Ben's invitation in a courteous way.

4. Ask the secretary of your Book Club to write on the board while the class dictates a formal invitation to an entertainment. The wording of the invitations given in Exercise 1 should be followed closely.

5. Think of some friend who would be interested in a book club meeting. Write him an informal invitation.¹

6. Write for your class collection of letters examples of the four kinds of notes given in Exercise 1. Try to make your copies worth putting into a book.

6. A Junior Red Cross Portfolio

[Making plans]

The following description is one suitable for a Junior Red Cross portfolio, for it gives the characteristics peculiar to a locality. Even with the name omitted you can tell from what State it came.

WHERE WINTERS ARE COLD

My home is in the eastern part of ———, in the great Red River Valley, where quantities of wheat are raised. In every direction as far as we can see the land is as level as a floor.

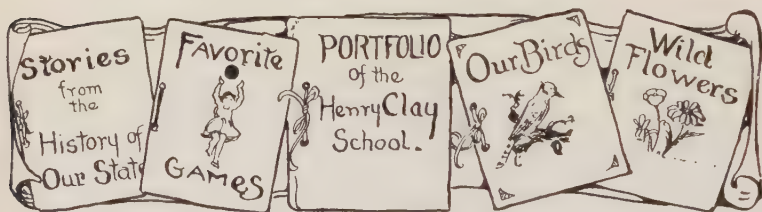
¹ *An Invitation in Rhyme.* To add to the feeling of festivity an invitation may be in the form of a jolly rhyme similar to this one:

Please come to our party all ready for fun
With witches and ghosts until it is late.
'Tis on Halloween night in the loft of our barn.
Remember the hour — it's half-past eight.

In replying to such an invitation, a person may write an informal note; or, if he is clever at writing verse, he may answer in rhyme.

We have very severe winters here, but, while it is cold, the air is so dry that we scarcely feel the cold if we have a little protection over our faces.

There have been many stories told this year about how many storms and blizzards we have had and how people have suffered and been frozen to death in their homes on the plains. These stories are not true. For, although the snow has been two feet deep at times, the roads have not been impassable. We have not missed a day from school this year.



1. In planning their own portfolio of letters and stories, the members of your class should first think out carefully what the boys and girls to whom they are writing would like to hear about your school and locality; next, they should decide what pictures will be needed to illustrate the portfolio; and then how the class can divide the work among different groups of children.

2. In deciding what papers are to be written, they may use topics similar to the following:

A Favorite Game

Why We are Proud of our School

An Interesting Story from the History of our State

A Description of a Favorite Tree (Flower, or Bird)

What We are Doing to Prevent the Destruction of
Flowers, Birds, and Animals

[Written composition]

3. After the class has decided upon a plan, each member is to write a letter or a paper.

[Improving a sentence]

4. Compare these two short paragraphs. Which contains sentences that are interesting and full of life? What is wrong with the sentences in the other paragraph?

One day in autumn, as I was riding through Cherokee Park, I saw a flash of brilliant color near a tree. At first I thought it was a leaf, but when I heard its call, "What cheer? What cheer?" I knew it was the Kentucky cardinal.

The male cardinal is a little smaller than a robin and it is bright red except around the beak. Here it is black and it has a conspicuous crest and it has a broad beak and the female is a brownish yellow above shading to gray below and its crest, wings, and tail are reddish.

5. The following "run-on" sentence may be improved in two or three ways:

The blue heron is a tall bird and it has a long bill and it haunts rivers and ponds and it is in search of fish.

It may be made into two sentences:

The blue heron is a tall bird with a long bill. It haunts rivers and ponds in search of fish.

The ideas may be brought into closer relation in either one of the following ways:

The blue heron, which is a tall bird with a long bill, haunts rivers and ponds in search of fish.

The blue heron, a tall bird with a long bill, haunts rivers and ponds in search of fish.

6. Think of ways of improving the following sentences:

1. The mocking bird is a sweet singer and it likes to imitate other birds.

2. The trailing arbutus is one of our earliest spring flowers, and it is a tiny flower, and it is tinted like a shell.

3. The tiger lily grows wild and it is yellow spotted with red.

4. The mole makes its home underground and it has no eyes.

5. The sage rat is the color of sage bush and it cannot be seen except when it scurries across a yellow streak of sand.

7. Improve the sentences in the second description of the Kentucky cardinal. See Exercise 4.

8. Read your paper (see Exercise 3) and try to improve the sentences. Read it again to make sure that it contains no errors, and then submit it to your teacher and to the committee in charge of the portfolio.

7. Midwinter Number of the School News

[Writing an article]

1. After the class has appointed a board of editors to take charge of the midwinter number of your school paper, try to contribute at least one of the following articles:

a. An article telling of Clara Barton, the founder of the American Red Cross.

b. An editorial showing what American children can learn from children in other lands.

c. A story made up about a foreign child.

d. A paper telling how an understanding of other nations and a spirit of good will may prevent wars.

e. A letter to an immigrant child, telling him what you would like to have him know about America.

f. A news item telling about a generous deed or gift.

[Proof-reading]

2. Notice in the *School News* on page 77 the article called *Tiny Tim Comes Back* and the second of the two puzzle letters. Tell why the first is written in two paragraphs and the second, in three.

3. Before submitting your paper, what care will you take to make sure that it is correct?

EDITORIAL

THE JUNIOR RED CROSS

The Junior Red Cross is a league of boys and girls organized for unselfish service. All those who join are active in helping needy children or in becoming acquainted with children in other parts of their own country and in foreign lands. With their motto "I serve" ever in mind, the members are trying to bring about a spirit of good will throughout the world.

SOME PUZZLE LETTERS

The following paragraphs are taken from letters written by children in foreign lands. Can you tell from what country each came?

(1) You think that ——— has more water than land and that we are half mermaids. Do the books really tell you so? There is only one place in the whole of ——— where the streets are canals—where all the intercourse goes over the water and where before every house there is a little bridge. The lands of the dykes are found only in the north and the west.

(2) ——— homes are made of wood and are very beautiful. They have curved roofs and the wood is often quaintly carved. The inside walls and the partitions are like screens made of paper and decorated with pictures of flowers.

In our house we have a living

room, a dining room, and a kitchen, but no bedrooms. The floors are covered with matting. For sleeping, we lie on quilts placed on the floor and then cover ourselves with other very pretty comforters. We have no chairs and tables, but sit on the floor.

At the rear of our house is a miniature garden. Near pools of water containing goldfish there are dwarf pines, flowers, and quaint statues. Little bridges cross the pools and tiny gravel paths wind in and out among the trees and flowers.

TINY TIM COMES BACK

"Loving and forbearing thoughts are never out of season," said Charles Dickens, who in his *Christmas Carol* tells the story of Tiny Tim. In the glow of Christmas joy it is easy enough to give both sympathy and money to unhappy ones. Too often holiday interest and enthusiasm wither like the holly and are brushed into the dump heap along with the dried-up Christmas greens.

That they may bring Christmas daily into the lives of little boys and girls who have physical handicaps to overcome, the school children in Los Angeles, California, have contributed to what is called the Tiny Tim Fund. This fund, as its name suggests, is devoted to the special needs of crippled children.

8. Descriptive Words

I. The Adverb

1. In describing the way a boy or girl writes, we might use the words *rapidly*, *legibly*, *well*. What other words might we use?

2. What words might be used in describing the way a person walks? The way a person speaks?

3. Tell what actions are described by the words in italics.

The dog barked *fiercely*.

The girls ran *away*.

Words like *fiercely* and *away* are **adverbs**. The word *adverb* (ad-verb) means joined to a verb. The adverb *fiercely* modifies the meaning of the verb *barked*. The adverb *away* modifies the meaning of the verb *ran*.

4. Think of adverbs that describe the action named:

The boys *worked*. Begin with *steadily*.

The children *laughed*. Begin with *merrily*.

The baby *cried*. Begin with *piteously*.

Although the word *adverb* means joined to a verb, adverbs are used to modify not only verbs, but also adjectives and other adverbs.

In the sentence, *A very old man stood at the gate*, the adverb *very* modifies the meaning of the adjective *old*; it is used to tell how old the man was.

In the sentence, *The train traveled so fast that the trip seemed short*, the adverb *so* modifies the adverb *fast*; it shows how fast the train traveled.

An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.

An adverb usually answers the question *When?* *Where?* *How?* or *How much?*

5. Which of the adverbs printed here in italics modify verbs? Which modify adjectives? Which modify adverbs?

1. The men started *early*.
2. They traveled *south*.
3. The car could go *very* rapidly.
4. The country had an *extremely* warm climate.
5. There were *not* many dangers to be encountered.
6. *Only* a few trees were in sight.
7. The sun was *too* hot to permit travel during midday.
8. *Far* away could be seen a low range of hills.
9. *Soon* the messenger returned.
10. The man ran *very* fast.

6. Name an opposite for each adverb.

- | | |
|-------------------|----------------------|
| 1. Walk rapidly | 9. Knock violently |
| 2. Play noisily | 10. Bark savagely |
| 3. Speak politely | 11. Turn suddenly |
| 4. Answer crossly | 12. Laugh loudly |
| 5. Write legibly | 13. Row jerkily |
| 6. Sing well | 14. Skate gracefully |
| 7. Rise early | 15. Speak often |
| 8. Step heavily | 16. Work fast |

7. Play the *Game of Adverbs* described in the footnote.¹

II. Making Pictures with Adverbs

1. To impress a friend with the fact that a book was very interesting, a person might say that it was *exceedingly* interesting. On what occasions might he use the adverbs *rather* and *somewhat*?

¹ *Game of Adverbs.* Send some one from the room and then choose an adverb such as *bluntly*, *nervously*, *boldly*, *babyishly*, or *slowly*. Call the person who was sent from the room. He must try to guess the adverb which the class has in mind. He asks questions around the class. Each person answering must try to show by his manner the meaning of the adverb; for example, if the adverb is *bluntly* he must answer in a blunt way.

2. Notice that the adverbs printed in italics in the following sentences add to the sense of deliberateness:

The boy *slowly* took off his coat and hat, *carefully* folded his muffler and *deliberately* put it in the pocket of his overcoat; then *hesitatingly* entered the living room.

3. Complete these sentences in such a way as to give a sense of haste in the first, danger in the second, tenderness in the third, joy in the fourth, and peacefulness in the fifth:

1. The knight ——— donned his armor, sprang into his saddle, and rode ——— toward the city.

2. The bear turned ———, growled ——— and struck ——— at his victim.

3. The little boy looked ——— at his injured puppy, stroked it ——— and spoke to it ———.

4. When victory was declared, men shouted ———, bells rang ———, and whistles blew ———.

5. As the children sat ——— by the fire ——— reading stories, their mother smiled ——— at them.

[Pronunciation of words]

4. The pronunciation of the following adverbs should be watched carefully:

often again just naturally accidentally

Note. Omit the sound of *t* in *often*. Make the second syllable of *again* rhyme with *pen*. Pronounce *just* so that it rhymes with *must*. Do not omit any of the syllables in pronouncing *naturally* and *accidentally*.

III. Telling an Adverb from an Adjective

1. Many errors in English arise from confusing adverbs and adjectives.

It is correct to say:

The boys were noisy. They played noisily.

Noisy is a predicate adjective modifying the noun *boys*. It answers the question *What kind?*

Noisily is an adverb modifying the verb *played*. It answers the question *How*?

2. Adjectives are required in the following sentences. Notice that the verbs make an assertion without expressing action. What nouns are modified by the adjectives?

1. The moon is round.
2. The woman seemed tired.
3. The girl looked beautiful.
4. The sugar tasted sweet.
5. The music sounded pleasant.
6. The fur felt soft.

3. Complete, using predicate adjectives:

1. The day was _____.
2. The echo sounded _____.
3. The vinegar tasted _____.
4. The girl looked _____.
5. Violets smell _____.
6. The child was _____.
7. The mother seemed _____.
8. The velvet felt _____.

4. Tell why adverbs and not adjectives are used after the verbs in the following sentences:

The man spoke angrily.

The bear ate greedily.

The boy ran swiftly.

The lion roared fiercely.

5. Use in each blank the adverbial form of the word printed in italics in the preceding sentence:

1. The girl looked *neat*. She was dressed _____.
2. The man seemed *honest*. He behaved _____.
3. The woman looked *queer*. She spoke _____.
4. The child's hair was *pretty*. It was combed _____.
5. The man was *steady*. He worked _____.
6. The boy was *swift*. He ran _____.
7. The dog was *fierce*. He barked _____.
8. The hunter was *brave*. He acted _____.
9. The girl was *careful*. She did her work _____.

6. In which of these sentences should an adjective be used? In which should an adverb be used?

1. Father is a careful driver. He drives _____.
2. The thief was a bad man. He behaved _____.
3. The woman worked industriously. She was _____.

4. The machinist was skillful. He did his work ———.
5. The girl was angry. She spoke ———.
6. The boy was quick. He learned ———.
7. The man worked steadily. He was ———.

7. An error is sometimes made in the use of *good* and *well*. *Good* is an adjective and never an adverb. *Well* may be used as an adverb. It is correct to say: The boy is a *good* worker. He does his work *well*.

8. Complete, using *good* or *well*.

1. The girl was a good musician. She played the piano ———.
2. The boys were good football players. They played ———.
3. The carpenter was a ——— workman.
4. He did his work as ——— as he could.
5. Henry writes ———.
6. The letter was written ———.
7. The cupboard was filled with ——— things to eat.
8. Tom won a prize. He did ———.
9. The children paid ——— attention and did ——— in their work.

9. For further study of the adverb see page 169.

9. Descriptive Phrases

Instead of a single adjective or adverb, we sometimes use two or more words. Instead of saying *a silver ring*, we say *a ring of silver*; instead of saying *promptly*, we say *with promptness*. *Of silver* and *with promptness* are **phrases**.

1. Substitute a phrase for each word in italics:

Example: Read, *The boy wore a silk necktie*; say, *The boy wore a necktie of silk*.

The princess wore a *golden* crown.

A *stone* wall surrounded the castle.

A *windowless* dungeon served as a prison.
The knight left the castle *hastily*.

2. Use these phrases in sentences describing a good time at a picnic or elsewhere.

under the trees

in a swing

for supper

on the water

over a fence

through the fields

3. Name the words used to introduce the phrases printed in *italics*.

The boys played ball *after school*.

The girls made candy *in the kitchen*.

Words like *after* and *in* are called **prepositions**.

4. In the expression *after school*, the noun *school* is governed by the preposition *after*. *School* is therefore called the object of the preposition *after*. In the phrase *in the kitchen*, what noun forms the object of the preposition *in*?

5. Name in each phrase the preposition and the noun that is used as its object:

1. on the grass

2. in the house

3. for mother

4. with a heavy basket

5. among the high bushes

6. toward the west

6. Notice that by changing the preposition in the following sentences the relation of the rabbit to its hiding place, the barn, is changed.

The rabbit hid *behind* the barn. The rabbit hid *under* the barn. The rabbit hid *in* the barn. The rabbit hid *near* the barn.

7. Change the relation expressed by the preposition:

The book is *on* the table. Mary put a box *on* her trunk.

Jack ran *to* his father. A vine grew *over* a tree.

8. Show by giving illustrations that you understand the following definitions:

A preposition is a word showing the relation between its object and some other word.

A prepositional phrase is a phrase introduced by a preposition.

9. Supply a preposition and name the words between which it shows relation.

1. The boys played —— the barn.
2. They climbed —— the hayloft.
3. They jumped —— the beams.
4. They slid —— the opening —— the hayloft —— the stalls.
5. The girls had a tea party —— the trees.
6. They drank lemonade —— little cups.
7. Their dog bothered them. He jumped —— their laps and begged —— cookies.

10. For further study of these phrases see page 171.

10. Using Words Correctly. Review for the First Half Year

Test A. Second Form. Fourteen Common Errors

Copy and complete, using words from the list below Number 5:

1. In the fields we —— piles of ripe pumpkins.
2. The farmer —— his harvesting early.
3. A storm —— from the north.
4. The boys have —— away.
5. When the chipmunk saw the dog, it —— to its hole.

seen	did	came	went	run
saw	done	come	gone	ran

Use pronouns to complete these sentences:

6. A telegram was sent to Mother and ——.
7. —— and —— are going for a visit.

8. My father and —— like to take long walks.
9. He is a faster walker than ——.
10. My sister knew that it was not —— who lost the book.

Complete, using a word that makes sense:

11. Have you my geography? No, I —— it.
12. Is Robert ready for work? No, he —— no book.
13. —— I borrow your pencil, please?
14. Margaret likes to skate in winter, but Ruth —— enjoy it.

Test B. Second Form. The Verb and its Subject

Copy and complete, using *is* or *are*:

1. Tom and Dick —— going.
2. Neither Helen nor Ruth —— going.
3. One of the boys —— waiting.
4. Not one of the girls —— ready.
5. The cattle in the pasture —— feeding.

Use *was* or *were* in each blank:

6. The eggs in the box —— broken.
7. There —— only two books left.
8. There —— a forest of oaks across the river.
9. Either Tom or Henry —— to stay.
10. A hundred dollars —— the sum given as a prize.

Complete, using words from below Number 15:

11. Both the girls —— well in their lessons.
12. Neither of the boys —— a ticket.
13. My father —— like to travel.
14. The children living near the factory —— any place to play.
15. There —— a child absent from school.

does	has	doesn't	hasn't	wasn't
do	have	don't	haven't	weren't

Test C. Telling an Adverb from an Adjective

Use words from the list below Number 4 to complete the following sentences:

1. The carpenter did his work ———.
2. The woman looked ———.
3. The child felt ———.
4. The boys worked ———.

good	beautiful	sad	steady
well	beautifully	sadly	steadily

Complete, using words from below Number 6:

5. The older boys did their work ——— than the younger ones.
 6. The small car went ——— than the large car.
- | | |
|--------------|-------------|
| quicker | slower |
| more quickly | more slowly |

11. Mastery of the Sentence. Test No. 2

[Recognition]

Write on a paper the number of each group of words that forms a complete sentence:

1. Near the house late in the evening
2. The door to the house was locked
3. The light burning in the window
4. Where the bridge crossed the river
5. At six o'clock the whistle blew
6. The boat that sailed out of the harbor
7. The sun shone on the meadow, the flowers were in bloom, but in the boy's heart there was nothing except sorrow
8. Although the weather was cold, the ice was not thick enough, so that the boys who wished to skate

[Writing in sentences]

Find the ends of the sentences; then copy the para-

graph, putting in the capitals and periods that are needed:

9. When the princess was born the fairies were invited to a feast each in turn made her a wish she should be beautiful she should dance she should sing she should be gentle, sweet, and kind when all was said they had made her the most wonderful princess in the world a wicked old fairy then hobbled close to the cradle and said that she too had a gift for the princess.

[Appreciation of excellence]

Write the number of the paragraph that contains sentences which are clear in meaning and which at the same time sound well:

10. It was a trying moment. The hound came sniff-sniffing along the log. But the rabbit's nerve did not forsake him. The wind was right. He had made up his mind. He would bolt if the dog came halfway up. But he didn't come. A yellow cur would have seen the rabbit. The hound did not. The scent seemed stale. The dog leaped off the log. The rabbit was safe.

11. It was a trying moment. Looking along the log came the hound sniff-sniffing near the rabbit, but his nerve did not forsake him. The wind was right and he would bolt if he came halfway up the log. He had made up his mind, but he didn't come. It would have worked, but no yellow cur was there. Just a hound. The rabbit was on a log. The hound stepped on it and off again for the scent seemed stale. On the other end the rabbit was safe.

12. It was a trying moment for the rabbit when the hound came sniff-sniffing along the log. But his nerve did not forsake him; the wind was right, and he had made up his mind to bolt as soon as the hound came halfway up. But he didn't come. A yellow cur would have seen the rabbit sitting there, but the hound did not, and the scent seemed stale, so he leaped off the log, and the rabbit was safe.

[Punctuation]

Copy these sentences, punctuating each in a way that will make the meaning clear:

13. Several bullets struck the log house but not one entered

14. The Captain who had been closely watching the sailor turned toward the house

15. Hawkins you are to guard the door he said but you are not to expose yourself

16. When I first sallied from the door the last mutineer was just disappearing

17. They had left behind muskets powderhorns and cutlasses

[Composing sentences]

Make one sentence out of those in each of the following exercises. You may leave out some words and add others, but you must not change the thought.

18. The soldiers carried bayonets. They carried cartridges.

19. The men were surrounded by the enemy. The enemy kept a sharp lookout.

20. The soldiers were in danger of starving. They dared not leave their hiding-places.

21. Above them were friendly aeroplanes. These dropped them food. The soldiers could not get the food without endangering their lives.

22. After four days the men were rescued. Only a few were left. Many had been killed. Many had died from wounds.

Standard score: *Fair*, 12-13 correct exercises; *good*, 14-16; *excellent*, 17-22.

Chapter VI — SCHOOL AND COMMUNITY

1. A Good Place in Which to Live



[Conversation]

In the United States we are making great progress in beautifying our cities and making them in other ways attractive, safe, and healthful places in which to live. Besides laying out wide streets and boulevards, we are reserving land for public parks and playgrounds and putting up buildings for community centers.

1. What, to your mind, makes a town or city a fine place in which to live? Judging from the following outline, which of these characteristics do you think are found in the City of Washington?

The City of Washington

- I. The location of Washington has natural advantages.
The city is situated on a river.
It is in a mild climate.

II. The city is well planned.

The streets are laid out with broad diagonal avenues radiating from various centers such as the Capitol and the White House.

The streets are wide and are protected by shade trees.

The city has well-defined sections for government, business, and residence.

III. The buildings add to the attractiveness of the city.

Many of the public buildings are of granite or marble.

The public buildings are well grouped.

Many of the houses are set back from the street and have large lawns.

IV. The city offers educational and recreational facilities.

It has many schools and colleges.

It has the largest library in the country and extensive museums.

It has beautiful parks.

The surrounding country furnishes opportunities for delightful excursions.

[Using an outline]

2. If you were trying to convince a person that your town is a fine place to live in, what main topics should you try to cover? Make an outline of what you would say.

3. John Burroughs in his letter to the girls and boys of America says that he had the "great fortune to be born upon a farm." Why do you suppose he thought himself fortunate?

4. What should you use for your main topics in trying to convince a person of the advantages of being brought up on a farm?

5. What main topics should you include in a talk comparing life in the city with life in the country?

6. Suggest other subjects that might be used in giving a talk on choosing a good place in which to live.

7. Use one of the subjects you suggested in Exercise 6 and plan a talk, or choose a, b, c, or d:

a. With an outline in mind describe to your class a place which you have visited or about which you have read.

b. With the help of the outline in Exercise 1, show that Washington is a fine place in which to live. Try to have pictures to show.

c. Give a talk, using the outline planned in Exercise 2 or one of those planned in Exercise 4 or Exercise 5.

d. Think of yourself as in the most perfect place on earth imaginable. Describe it to your class.

2. A Good Citizen

[Conversation]

1. The following oath is over 2000 years old, and yet it has ideals that it would be hard to surpass:

THE YOUNG ATHENIANS' OATH

We will never bring disgrace to this, our city, by an act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks.

We will fight for the ideals and sacred things of the city, both singly and together.

We will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul them or set them at naught.

We will strive increasingly to quicken the public's sense of civic duty.

Thus we will transmit this city not only not less in all these ways, but greater, better, and more beautiful than it was transmitted to us.

[Using an outline]

2. In ancient times each city had its own independent

government and was like a kingdom or a republic. It might be attacked by armies from other cities, or by marauders. Our modern cities have no dangers of this kind to meet, but they have many others. What, to your mind, are some of them?

3. *The Young Athenians' Oath* is in most respects suitable for all good citizens. What should you select from it in writing an oath for American boys and girls? What promises should you add if you decided to include statements about the prevention of accidents and disease? In what order should you arrange the promises so as to keep the most impressive ones until the last?

[Paragraphing]

4. Tell why a paper based on the following outline would require two paragraphs:

The Young Athenians' Oath

- I. What the young Athenians promised
- II. How we can profit by *The Young Athenians' Oath*.

[Written composition]

5. To sum up your discussion, use a plan of your own or follow one of these suggestions:

a. Write a paper giving what you regard as the characteristics of a good citizen. Illustrate it with an anecdote.

b. With the help of the outline in Exercise 4 write a paper.

c. Write an oath suitable for American boys and girls to take.

d. Write a paper about Athens of olden times and thus give the class a clear idea of the city in which the young Athenians lived. Describe its location; the character of its people; the beauty of its temples.

e. Write the story of Cincinnatus, or some other true story of a person who proved himself a good citizen.

[Proof-reading]

6. Read your paper first to make sure that it is correctly paragraphed, and then to see that it is expressed in clear sentences and contains no errors.

3. A School Citizenship Scale

[For conversation and written composition]

1. The following is part of a citizenship scale made by an eighth grade in a western town. The rules are arranged according to difficulty; the first is the easiest to follow; the last is the hardest. The pupils counted their credits in the following way: For keeping Rule I, 3 points; for Rule II, 5 points; for Rule III, 7 points; for Rule IV, 10 points; for Rule V, 13 points; for Rule VI, 17 points; for Rule VII, 20 points; for Rule VIII, 25 points. The total number amounted to 100 points.

Scale

- I. Return all borrowed property.
- II. Be punctual in getting to school.
- III. Get your work in on time.
-
- VIII. Govern yourself. Think, choose, and act independently.

Some of the other points in the scale touched upon questions of courtesy, the care of property, and obeying all rules governing the school.

2. Tell how you would complete the scale if you were making it for your class. You may change any of the rules given that you wish, arrange them in different order, and assign different credits.

4. Book Club Meeting. Hero Tales of Olden Times



[Conversation]

In olden times every nation had its hero tales telling of the adventures of men who dared to face dangers that no ordinary man could face. The Greeks told stories of the crafty Ulysses and the mighty Achilles; the Romans admired the wandering Æneas; the early Teutons worshiped the fearless Siegfried; the British and the French idealized King Arthur; and the English gloried in the bold and independent Robin Hood.

1. Which of the stories connected with the heroes named above have you heard?

2. The following story is one of the many told of Ulysses. Find out why it is called a hero tale:

ULYSSES IN THE GIANT'S CAVE

At one time Ulysses and his followers found themselves prisoners in the cave of Polyphemus, a one-eyed giant belonging to a race of cannibals called Cyclops. Ulysses with horror looked upon the giant as he devoured two of the Greeks for his supper, and straightway plotted how he might overcome the powerful giant.

"Cyclop," Ulysses said, "take a bowl of wine from the hand of your guest; it may serve to digest the man's flesh that you have eaten, and show what drink our

ship held before it went down. All I ask in recompense, if you find it is good, is to be dismissed with a whole skin. Truly you must look to have few visitors if you observe this new custom of eating your guests."

The brute took the bowl and drank, and vehemently enjoyed the taste of wine, which was new to him, and entreated for more. He prayed Ulysses to tell him his name that he might bestow a gift upon the man who had given him such brave liquor.

Again Ulysses plied him with wine, and the fool drank it as fast as he poured it out, and again he asked the name of his benefactor. To this request Ulysses, cunningly dissembling, replied, "My name is Noman; my kindred and friends in my own country call me Noman."

"Then," said Cyclop, "this is the kindness I will show thee, Noman; I will eat thee last of all thy friends."

Ulysses watched his time and after the monster, overcome by wine, had sunk into a dead sleep, he heartened up his men, and they placed the sharp end of a stake in the fire till it was heated red-hot; and some god gave them courage beyond that which they were used to have, and four of them bored the sharp end of the huge stake, which they had heated red-hot, into the eye of the drunken cannibal.

He, waking, roared with the pain so loud that all the cavern broke into claps like thunder. The men fled, dispersing into corners. He plucked the burning stake from his eye and hurled the wood madly about the cave. Then he cried out with a mighty voice for his brethren, the Cyclops, who dwelt hard by in caverns under the hills. They, hearing the terrible shout, came flocking from all parts to inquire what ailed Polyphemus. He made answer from within, that Noman had hurt him, Noman had killed him, Noman was with him in the cave.

The Cyclops replied, "If no man has hurt thee, and no man is with thee, then thou art alone, and the evil that afflicts thee is from the hand of heaven, which none can resist."

From *The Adventures of Ulysses* by Charles Lamb. Adapted.

[The three parts of a story]

Most stories can be divided into three parts (1) the introduction; (2) the events that lead to the main event, or climax; and (3) the conclusion.

3. What is told in the introduction to *Ulysses in the Giant's Cave* to prepare the reader for the story? (See the first paragraph of the story.)

4. What is the most exciting moment in the story? What leads to it?

5. What is told in the conclusion?

6. The following stories about Ulysses are referred to so frequently in editorials and elsewhere that a person needs to know them in order to read a newspaper intelligently. With which are you familiar?

The Wooden Horse at Troy	The Bag of Winds
The Escape from the Giant's Cave	The Princess Nausicaa
The Song of the Sirens	The Death of Ulysses' Dog
Scylla and Charybdis	The Faithful Penelope
The Men Turned into Swine	The Bow of Ulysses

7. Ask the officers of your book club to plan a meeting in which the members are to tell stories of Ulysses or of some other great hero and to review books about heroes. If you are called upon to tell a story, you are to plan it so carefully that you can make the situation clear, give the events that lead to the climax, and then close the story with an effective ending. If you are asked to review a book, you are to tell something of its contents and also of its illustrations.

[Direct and indirect quotations]

8. In which of the following quotations are the exact words of the speaker given?

Polyphemus made answer that Noman had hurt him.
Polyphemus answered, "Noman has hurt me."

The words, *Noman has hurt me*, form a **direct quotation**.

A direct quotation contains the exact words of the speaker and should be enclosed in quotation marks. All other quotations are called **indirect quotations**.

9. What mark of punctuation is used to set off a direct quotation from the rest of a sentence?

10. Read the direct quotations found in the story of Ulysses (see page 94).

11. Change this direct quotation to an indirect one:

Ulysses, cunningly dissembling, said, "My name is Noman; my kindred and friends in my own country call me Noman."

12. The direct quotation given below is written in two parts; that is, it is broken by the words *said Ulysses*. Where are quotation marks used? Why does the word *take* begin with a small letter?

"Cyclop," said Ulysses, "take a bowl of wine from the hand of your guest."

13. Find other broken quotations in the story beginning on page 94. Where are commas used?

14. Make a set of rules to be observed in writing a broken quotation.

15. With your book closed write from memory three direct quotations from the story of Ulysses. Remember to start a new paragraph with each change of speaker.

16. Rewrite these indirect quotations, making each direct:

The Cyclops asked Polyphemus what ailed him.

The giant answered that Noman had hurt him, that Noman had killed him, and that Noman was in the cave with him.

5. Sentence Study. Combining Ideas

[Compound elements]

1. A sentence may contain more than one subject or predicate. Notice that the first one of the following sentences has two subjects and the second one has two predicates.

The women and children remained at home.

The men joined the army and fought the enemy.

2. When a verb has more than one subject, the subject is said to be *compound*. What is the meaning of a compound predicate?

3. Which of the following sentences contain compound subjects and which contain compound predicates?

1. Ulysses and his men shouted to the giant.

2. The Cyclop heard, came forth, plucked a fragment of rock, and threw it with blind fury at the ship.

3. The men plied their oars and set their sails.

4. Other dangers and adventures awaited them.

5. On the island lived an enchantress and her maidens.

6. Ulysses snatched his sword and went in search of his followers.

7. Before the gate lay wolves, lions, and leopards.

8. These beasts arose and fawned upon the men.

4. Give sentences of your own containing compound subjects and predicates. You may make statements about a hero like Robin Hood, or you may give nature observations about birds and animals.

[The conjunction]

5. In order to join words and groups of words, we use words similar to those printed here in italics:

The beggar carried a staff *and* a bundle.

The day was cloudy *but* warm.

Neither the herdsman *nor* his son recognized the man.

Words like *and*, *nor*, and *but* are **conjunctions**.

A conjunction is a word used to connect words or groups of words.

6. With the help of the conjunctions given below Number 7 complete these sentences, using a different conjunction in each:

1. The sailors sought the shelter of the harbor ——— a storm was brewing.

2. A dreadful tempest arose, ——— the third day the weather cleared.

3. The men were sad over past losses ——— glad to have escaped alive.

4. The savages neither tilled the soil ——— kept flocks.

5. The mariners were not willing to awaken the traveler; ——— they laid him in a cave at the foot of a tree.

6. Near the traveler they placed his gifts ———, when he awakened, he would find them.

7. The island was rocky and barren ——— it was his native land and he felt a deep affection for it.

for	because	but	so that
yet	therefore	or	in order that
if	since	nor	accordingly

Note. Special care should be taken in the use of the word *because*. It is correct to say: "I know Tom made a mistake because I heard him make it." It is incorrect to say: "Tom made a mistake because I heard him."

7. Give other sentences showing how the conjunctions in the list above are used in combining ideas. If you wish, you may tell about the migration of birds or the awakening of a hungry bear in the spring, or about boys and girls taking part in games on a playground.

6. Expressing Surprise

1. You have studied seven of the eight parts of speech.

You should be able to recognize nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions. The one part of speech that you have not studied is the part illustrated by the word in *italics* given below:

Alas! the soldiers never returned.

Alas is an **interjection**.

An interjection is a word used as an exclamation.

2. Point out the interjections in the following sentences:

1. And lo! as he looks on the belfry's height,
A glimmer and then a gleam of light.
2. O, whither sail you, brave Sir John?
3. Hurrah! The procession is coming.
4. Ay, tear her tattered ensign down!

Note. The interjections *O* and *oh* should not be confused. *O* is used in addressing a person or thing; *oh* is used on other occasions. It is correct to say, "*O* pretty maid, where are you going?" and "*Oh*, how glad we were to be at home again!"

7. Review and Summary. The Parts of Speech

1. With the help of the words printed in *italics*, give a definition of each part of speech:

Noun. *Hendrick Hudson* sailed his *ship* up the *river*.

Pronoun. The boys carried *their* supplies with *them*.

Verb. The wind *blew* from the north. It *was* cold.

Adjective. The *nearest* house was miles away across a *wide* prairie.

Adverb. The fire spread *rapidly*. The heat was *very* intense. The men worked *so* hard that some of them were overcome.

Preposition. The brook was covered *with* ice.

Conjunction. The days were mild *and* pleasant. It was late autumn, *but* it seemed like summer.

Interjection. "*Hurrah!*" shouted the boys when the ship came in sight.

2. These puzzles are composed on the same plan as *The House that Jack Built*. Each sentence contains all the parts of speech contained in the previous one and one new part. Can you find the new part in each sentence?

Puzzle No. 1

1. Look!
2. Clouds are gathering.
3. A storm is coming.
4. The wind is blowing hard.
5. Run into the house quickly.
6. Close the windows and doors on the west side securely.
7. Have you closed the windows in the kitchen and in the pantry too?
8. Hurrah! the storm is blowing over and we need fear no harm.

Puzzle No. 2

1. Sing!
 2. Sing merrily.
 3. Spring will come soon.
 4. Warm days will be here.
 5. Birds will then build nests in the trees.
 6. Young birds will hatch from the eggs and be tended carefully.
 7. After the young birds can fly, they will leave the nest and hunt everywhere for food.
 8. Oh, how faithfully the old birds tend their young and guard them from dangers!
3. Classify each word in both puzzles by telling to what part of speech it belongs.
4. Build a puzzle of your own like one of those in Exercise 2; then give it to a classmate to be tested.
5. For further study of the parts of speech see page 174.

8. Vocabulary Study

[Giving words their right meaning]

Notice the difference in the meaning of the words printed in italics; then give sentences of your own that show the difference:

1. The child had *pretty* curls. The look on the mother's face was *beautiful*.

2. The *generous* man gave a piece of gold to the beggar. The *unselfish* mother denied herself pleasures so that her children might have them.

3. The choice lay *between* two courses. The money was divided *among* three boys.

4. *Most* of the boys were tired by the long tramp. They were *almost* too fatigued to continue their journey.

5. *Some* of the boys were thrown from their horses. One of the boys who was injured is *somewhat* better.

6. The half-starved children in their queer clothes looked *strange* to us. The story was such a *funny* one that every one laughed.

7. The boy who was cheated became very *angry*. The distracted man became *mad* (insane).

8. The magician was *clever* in the way that he did his tricks. The girls were *intelligent* in the way they studied.

[Pronunciation of words]

The following words are frequently mispronounced. Do you know the correct pronunciation of each?

catch
extra

forget
picture

because
theater

engine
garage

vaudeville
aeroplane

Note. Do not pronounce *catch* as *ketch*; *extra* as *extr*y; *forget* as *forgit*; *picture* as *pitcher* or *pickchure*; or *because* as *bekuz*. Accent the first syllable of *theater*; make the second syllable of *engine* rhyme with *tin*; pronounce *garage* as *ga razh'* (the second *a* as in *arm*) or as *gar'aj* (the first *a* as in *rare*). Pronounce *vaudeville* in two syllables, and *aeroplane* in four. Say, *vod'vil* (*o* as in *old*) and *a'er o plane* (both *a's* as in *ale*).

Chapter VII

SELECTING A PICTURE FOR A SCHOOLROOM

1. Making a Schoolroom Attractive



[Conversation]

1. The schoolroom pictured here is attractive not only because it is kept clean and in order, but because the decorations have been carefully selected. The curtains are appropriate, the plants are healthy looking; and the single statue and the one picture are both very beautiful. Which of the things that add to the appearance of such a room may be had with no expenditure of money and are therefore within the reach of all? Which may be had at slight expense?

2. A good picture always adds to the attractiveness of a schoolroom. The selection of an appropriate picture, however, is no easy task; it requires both investigation and careful thought. Some pictures that a class likes at first lose their attractiveness. Some are either uninteresting or sensational. Others that interest a few in a class do not interest the majority.

[Making plans]

3. Be ready to discuss with your class what constitutes a good picture for a schoolroom; then, with the help of the following lessons, plan a series of talks. Use for this purpose famous pictures that are reproduced in your textbooks and in books at your library, or in prints that can be purchased for a few cents apiece.

2. Scenes from American History

[Conversation]

1. The statue shown on page 105 is called *The Appeal to the Great Spirit*. Judging from the picture, what should you say the name means?

2. The Indian may be praying for protection from some personal danger; or it may be that he feels that his race has been unjustly treated by the white man, and he is asking that justice be shown it. Is there anything about the statue to show that whatever the subject of the prayer, it is something that the Indian feels intensely?

3. When in trouble, the Indian turns to the Great Spirit and the white man prays to God. Human nature is the same in both races. Do you find anything in the expression of the horse that makes you feel the contrast between human nature and the nature of animals?

4. In describing the picture to some one who had never seen it, what should you say that the statue represents or shows? How should you describe the position of the Indian? What should you say of the horse? How could you make the person understand that the Indian is praying about something that he feels intensely?

5. In thinking over the appropriateness of the picture for a schoolroom, try to answer these questions: Does the picture attract attention and make the person who looks



at it think? Does it arouse sympathy for the Indian? Does it give a deeper understanding of human nature? Judging from your own feelings, do you think that *The Appeal to the Great Spirit* is a picture that boys and girls would like to look at often?

6. Of which of the following statues have you seen pictures?

Lincoln (by St. Gaudens, Lincoln Park, Chicago)

Massasoit (Plymouth, Massachusetts)

The Minute Man (Concord, Massachusetts)

The Confederate Monument (Stone Mountain, Atlanta, Georgia)

Sacajawea (Portland, Oregon)

The Shaw Memorial (Boston)

Statue of Lafayette (Paris, France. Presented to France by the Children of America)

7. With which of these pictures are you familiar? Which are in the histories that you use?

Columbus at the Court of Ferdinand and Isabella
 Landing of Columbus
 De Soto Discovering the Mississippi
 Pilgrims Going to Church
 Washington Crossing the Delaware
 Washington at Valley Forge
 Yankee Doodle, or the Spirit of '76

[Describing pictures]

8. Use one of these suggestions and give a talk:

a. Tell the class what impresses you about *The Appeal to the Great Spirit*, and why you think it is (or is not) a suitable picture for a schoolroom.

b. Select a picture connected with American history that you particularly like. Tell how the picture impresses you as you first glance at it and then as you study it carefully. Try to make others feel what you feel; then show a copy of the picture.

c. Look up the life of Augustus St. Gaudens or of Daniel French. Make a report to the class. As you show pictures of some of the statues made by the sculptor chosen, give a brief description of them.

9. After listening to the descriptions, talk over the pictures in which the speakers succeeded in interesting you. Decide which you would like to have where you could look at them often.

10. Ask questions of the speakers who failed to give you a clear idea of the pictures they described.

3. Sunshine and Shadow

I. The Balloon

[Conversation]

1. Among the pictures in the Metropolitan Museum in



Courtesy of the Metropolitan Museum of Art

New York is one called *The Balloon*, painted by Julien Dupré. The picture is often visited by boys and girls. Can you tell why it is a great favorite with them?

2. Notice that your attention is directed to the balloon. What in the foreground causes you to look at the balloon? What in the background directs you to it?

3. The picture is a cheerful one. What in it gives a sense of sunshine? Of distance? Of airiness? Of restfulness?

4. What characteristics has this picture that would make it a suitable one for a schoolroom? How would the picture affect the cheerfulness of the observer? His taste? What can you say of the wearing quality of the picture? Is the picture one of which you would soon grow tired, or would it, do you think, continue to please you?

[Completing an outline]

5. Tell how you might complete this outline before using it in a talk on *The Balloon*.

- I. How the attention is carried to the balloon:
 - a. by objects in the foreground
 - b. by objects in the background
- II. What makes the picture cheerful
- III.

II. Out of the Depths

[Conversation]

1. The picture called *De Profundis*, meaning *Out of the Depths*, is visited by many thousands of children yearly. At the right in the distance there is a funeral procession led by a boy with a prayer book and by a group of men. Can you tell how your attention is directed toward the procession? Study the picture carefully; then try to tell from your own impressions why so many children visit it.

2. The man has been plowing. Out of the depth of the soil plants will grow and flowers blossom. Do you suppose the artist thought that in the same way out of the depth of sorrow something beautiful might come, or do you think that he had some other reason for naming the picture *Out of the Depths*?

3. In describing the picture, how could you show that your attention is first attracted by the horses and by the



man with a bowed head that fill most of the space in the picture? How could you show that your attention is drawn to the procession that occupies so small a space at the back of the picture? How could you prove that the picture is rightly named?

4. Write on the board an outline that would help you in giving a talk on *De Profundis*.

5. The first column given below contains the names of famous pictures that are cheerful ones; the second column gives the names of pictures in which there is sadness or solemnity. With which pictures are you familiar?

Dance of the Nymphs — Corot
The Mill — Ruysdael
The Song of the Lark — Breton
Peace and Plenty — Inness
First Steps — Alma-Tadema

The Angelus — Millet
The Pet Bird — Greuze
King Lear — Abbey
The Princes in the
Tower — Millais

[Using an outline]

6. After you have thought over the kind of picture that you would like to describe, be ready to give a talk. Use one of these suggestions:

a. With the help of the outline in Exercise 5, page 108, give a talk on *The Balloon*; or use the outline planned in Exercise 4 above and give a talk on *De Profundis*.

b. Give a talk showing how differently *The Balloon* and *De Profundis* affect you when you look at them.

c. Try to make the class feel the joy or sadness of some other famous pictures. If it is possible after you have given your description, you are to show the picture.

4. School News — Art Number

[Writing an article]

1. After the class has appointed a board of editors to take charge of the *Art Number* of the *School News*, try

SCHOOL NEWS—ART NUMBER

VOLUME II

FEBRUARY MARCH

NUMBER 3

EDITORIAL

OUR ART EXHIBITION

Our art exhibition held last week was attended by a large number of parents as well as by the pupils in the school. The pictures, which were copies of great masterpieces, many of them in color, were greatly enjoyed.

The sale of pictures more than repaid the art store for the trouble it had taken in shipping us the exhibition. The money received from admission fees enabled the school to purchase three new pictures. So every one concerned was pleased.

We have to thank our teachers for helping us with the musical programs given on the three afternoons of the exhibition. We wish also to extend our thanks to the newspapers that advertised the exhibition so extensively.

THE VISION OF JOAN OF ARC

A French artist, M. Lenepveu, has painted a picture of Joan of Arc standing, spindle in hand, in front of her humble cottage. Above her, among some beautiful trees, she sees a vision of angels. One angel carries a helmet; another, a crown; and the third, a sword. The helmet is for Joan to wear when she leads her people against the English; the crown is for her

to use when she crowns the uncrowned king; and the sword is the one with which she is to fight her battles.

Forming a contrast to these pure, heavenly angels, who are clothed in white, is the humble scene. Joan, barefooted, wears a loose, coarse peasant's gown fastened at the neck with a cord. The cottage is a one-room thatched hut. Near at hand Joan's mother is shearing sheep; in the distance, down a small slope, a man is plowing with a yoke of oxen and a rude plow.

Joan does not seem to be looking at the vision. She stands as if listening to the voices whose call she later obeys.

VERSE INSPIRED BY A PICTURE

The following poem, which was written by a seventh-grade pupil, was inspired by an illustration in *The Stories of King Arthur*.

ELAINE

Down the river gently flowing
A dumb old man a barge is rowing.
Beautiful Elaine lies on her bier,
While three white doves are hovering
near.
As down the stream the barge glides
by,
The wind is heard to mournfully
sigh;
The trees repeat the maiden's knell,
"Elaine, Elaine, farewell! Farewell!"

to submit to the editors at least one of the following:

- a. A description of a picture that you have prepared in one of your recent lessons
- b. A news item connected with school improvements or with the manual or art work of the school
- c. An original poem

[Proof-reading]

2. Tell why *The Vision of Joan of Arc* in the *School News* on page III is written in three paragraphs. Can you write such a description and punctuate it correctly?

3. Notice that in the following sentences the words printed in italics are descriptive or explanatory. They are not really necessary to make the thought complete. For this reason they are set off by commas.

A French artist, *M. Lenepveu*, has painted a picture of Joan of Arc standing, *spindle in hand*, in front of her cottage.

4. In the following sentence the commas stand for words omitted. Can you tell what they are?

One angel carries a helmet; another, a crown; and the third, a sword.

5. Tell where commas belong:

The two fair-haired princes the sons of King Edward were left in the charge of a jealous uncle.

The boys were imprisoned in the Tower of London a dark and gloomy castle.

The older boy was courageous; but the younger one timid.

Sir John Millais who painted the picture of the princes was an Englishman.

6. How should you punctuate the following selection before submitting it to a board of editors? Where are capital letters needed?

THE LION OF LUCERNE

In memory of several hundred Swiss soldiers who fell in defending France the French nation had carved a dying lion in the solid rock in a grotto at Lucerne Switzerland the lion which is transfixd by a broken lance is sheltering the French lily with his paw near the grotto is a chapel in which hang the shields of the officers who were killed

7. Before handing in your own paper, read it through to make sure (1) that it is correctly paragraphed, (2) that it is written in clear sentences punctuated correctly, and (3) that it contains no errors in spelling, capitalization, or the use of words.

8. Study the sentences in Exercises 3 and 4; then practice writing them with your book closed until you can write them correctly.

9. Copy the sentences in Exercises 5 and 6 and punctuate them.

5. Completing the Meaning of a Verb

I. The Object Noun

1. Many of the verbs that we commonly use express action that takes effect on an object. We say *A car hit a pole* or *The hunter shot a deer*. In the first of these sentences the *pole* receives the action expressed by the verb *hit*; in the second one the *deer* receives the action expressed by the verb *shot*. The nouns *pole* and *deer* are called **object nouns**. They complete the meaning of the verbs *hit* and *shot* by naming that in each case which receives the action expressed by the verb.

2. Complete with object nouns:

1. The boy carried a _____.

2. The dog bit a _____.

3. The children gathered ———.
4. The man captured a ———.
5. The lost boy ate ———.
6. The fisherman caught ———.
7. The carpenter built a ———.
8. The woman baked a ———.
9. The lightning struck ———.

3. Name the verbs and the object receiving the action of each:

1. Mrs. Cratchit made the gravy. 2. Master Peter mashed the potatoes with incredible vigor. 3. Miss Belinda sweetened the apple sauce. 4. Martha dusted the hot plates. 5. The two young Cratchits set chairs for everybody not forgetting themselves.

4. Give the main, or basic, idea in each sentence. Read the sentence; then give the subject noun, the verb, and the object noun. Omit all other words except the articles *a*, *an*, and *the*.

Example: Read, *In the first half of the game the captain kicked the football over the goal*; say, *The captain kicked the football*.

1. The Eagle Scout climbed a high mountain. 2. The boys hastily rowed the boat down the stream. 3. In the morning the campers build a fire out of dry twigs and old brush. 4. The children on the shore made a shelter of pine boughs. 5. The lumberman at work in the woods floated the logs down a stream. 6. The cowboy on a broncho threw a lasso over the leader of the herd. 7. The sailor quickly lowered the sail. 8. The boy tossed the ball over the fence. 9. The gypsies in the field were picking berries. 10. On the island near the shore the men had built a lighthouse. 11. The fire warden in charge of the district prevented disasters from fire. 12. At the oasis in the desert the camels drank water from the wells.

II. The Predicate Noun

1. Notice that the verb in the following sentence makes an assertion without expressing action:

The trees were oaks.

2. What word in the sentence in Exercise 1 completes the verb *were* and at the same time refers to the same thing as the subject noun *trees*?

A noun used to complete a verb in which no action is expressed is called a **predicate noun**. A predicate noun refers to the same thing as that named by the subject.

3. Name the verb in each sentence and the predicate noun completing it:

1. The story was a fairy tale. 2. A prince was the hero. 3. His home was a castle. 4. His father had been a rich king. 5. The prince became a beggar.

4. Think of a predicate noun to complete each verb:

1. Gold is a _____. 5. The grape is a _____.
2. Diamonds are _____. 6. The coyote is an _____.
3. Granite is _____. 7. Pickerel are _____.
4. Wheat is a _____. 8. Tadpoles become _____.

III. Telling a Predicate Noun from an Object Noun¹

1. In which of the following sentences is the verb completed by a noun which receives the action of the verb? In which is it completed by a noun that refers to the same thing as the subject?

The bird built a nest. The bird was a robin.

2. With the help of the sentences in Exercise 1 tell the difference between an object noun and a predicate noun.

3. Give the main, or basic, idea in each sentence, and

¹ See pages 63 and 176 for a study of adjectives used to complete the meaning of the verb.

then tell whether the noun used to complete the verb is an object noun or a predicate noun:

1. A witch once built a hut in a forest.
 2. The story of the golden goose is a fable.
 3. A goose laid a golden egg each day.
 4. The greedy owner, wishing for more gold, killed the goose.
 5. The rich man became a poor beggar.
 6. Spring is the season of new life in field and in forest.
 7. The flooded river broke the dam.
 8. After leaving the mountains, the stream became a river.
 9. The building of the bridge was a difficult task.
 10. An earthquake destroyed the city.
 11. The Indian drew his bow.
 12. The arrow struck the trunk of an oak.
 13. The robber was a bold and cunning man.
 14. The men steered the ship toward the shore.
 15. The ship was a schooner.
4. For further study of complements see page 176.

6. Using the Right Form of the Verb

[Review of principal parts]

1. In other years you have had practice in using the **principal parts** of verbs in which errors occur. The following exercises should help you in correcting any errors which you may still make.

2. The three principal parts of the verb *go* are: *go*, *went*, *gone*. It is correct to say:

I can *go*.

Yesterday I *went* to church.

My sister *has gone* away.

The first of the principal parts is the form used with words like *can*, *may*, and *shall*. The second part expresses simple past time and may be used with such adverbial modifiers as *yesterday*, *last week*, *a year ago*. The third part is used with *have*, *has*, and *had* and such forms of the verb *to be* as *is*, *are*, *was*, *were*, *have been*.

[Troublesome verbs]

3. The following verbs, five of which were called for in the test on page 36, frequently give trouble. Show that you know how to use their principal parts correctly:

- | | |
|------------------------------|------------------------|
| 1. break, broke, have broken | 4. go, went, have gone |
| 2. come, came, have come | 5. run, ran, have run |
| 3. do, did, have done | 6. see, saw, have seen |

4. Errors in the use of *lie* and *sit* arise from the fact that in each case one verb is confused with a similar verb.

5. If you fix firmly in your mind that the verb *lie* never takes an object, you will avoid all errors that come from confusing it with the verb *lay*. The principal parts of *lie* are *lie, lay, lain*. It is correct to say:

Present: *Lie* still. The child *is lying* still.

Past: Last evening I *lay* on the couch.

I *have been lying* on the couch.

I *had lain* on the couch all the morning.

Note. The principal parts of the verb *lay* are *lay, laid, laid*. This verb takes an object, such as *book, pencil, or hat*. It is correct to say *I laid the book on the table*, but not correct to say *I laid down*.

6. Give sentences of your own like those in Exercise 5.

7. Complete, using a form of the verb *lie*:

1. The book *lies* on the table. Yesterday it ——— on the shelf.

2. The baby *lay* in his cradle. He has ——— on the floor.

3. The kittens *lay* in a basket. They had ——— in the hay.

4. Man (speaking to his dog): ——— down, Tiger. ——— down, I say.

5. Woman (speaking to her child): You must ——— down and go to sleep.

6. Boy (telling of an adventure): We ——— on the ground. Near by in the grass we saw a snake ———ing coiled ready to strike.

7. Girl (telling about her cat): The cat —— by the fire.

8. Child (telling of a dream): I —— asleep, when I dreamt I saw a little rabbit —— in my doll's cradle.

9. Camper: When we were in the woods, we made beds of pine boughs and —— on them.

10. Grandmother: The cat has —— in my lap all the evening. The dog has been —— near the stove.

8. The verb *sit*, like the verb *lie*, never takes an object. Its principal parts are *sit*, *sat*, *have sat*. It is correct to say:

Present: Grandmother *sits* by the window. Grandmother *is sitting* by the window.

Past: We *sat* by the fire last evening.
We *have sat* by the fire.
We *have been sitting* by the fire.

Note. The verb *set*, like the verb *lay*, takes an object. Its principal parts are *set*, *set*, *have set*. It is correct to say *I set the dish on the shelf*, but incorrect to say *I set in a chair*. Do not use the verb *set* for any part of the verb *sit*.

9. Show that the words in italics are correctly used:

I *set* a stool on the floor and *sat* on it.

Mother was *sitting* by the window. Mary was helping her by *setting* the dishes on the table.

10. Complete, using a form of the verb *sit*:

1. The man is —— at his desk.
2. His secretary is —— near the window.
3. The children —— around a table eating lunch.
4. Tom has —— at three different desks.
5. The girls were —— in a hammock reading.
6. Mary's dog —— in her lap.
7. Mother said, " —— still and rest."

11. Give sentences of your own, using these forms of the verb *sit*: *sits*, *sitting*, *sat*, *have sat*, *have been sitting*.

12. For the study of other troublesome verbs, see page 179.

7. Vocabulary Study

[A word puzzle]

1. With the help of the words described below, try to complete the following puzzle:

The Indian made an (1) ——— to the Great Spirit. He is (2) ——— on horseback. His position shows that his feelings are (3) ———.

Cordelia was cast off (4) ——— by her father. Her older sisters treated her with (5) ———. The king was so old and weak that he looked (6) ———.

No. 1 is a word meaning *prayer* or *request*. No. 2 is a word of four syllables meaning *shown*. No. 3 means the opposite of *mild*. No. 4 means *without money*. No. 5 means *scorn*. No. 6 is a word of three syllables meaning *arousing pity*.

[Derivatives]

2. In order to understand new words you will find it helpful to know the meaning of certain syllables that are used in forming them.

The word *return* means *turn back*; *re* means *back* or *again*.

The word *unfair* means *not fair*; *un* means *not*.

The word *homeless* means *without a home*; *less* means *without*.

The word *writer* means *one who writes*; *er* means *one who*.

Syllables like *re* and *un* placed before a word are called *prefixes* (*pre* = before, *fix* = place).

Syllables like *less* and *er* placed after a word are called *suffixes* (*suf* = after, *fix* = place).

Note. The word from which other words are derived is called a *stem* or *root*. *Home* is the stem in the word *homeless*. A word derived from another is called a *derivative*. *Homeless* is a derivative.

3. With the help of the prefixes tell the meaning of the following words:

re = back or again		un = not	
review	recall	unkind	unsaid
remake	recognize	untold	unseen
retell	rediscover	unsolved	unremembered

4. Use the following suffixes to help you in finding the meaning of each word; then give other illustrations of the use of the suffixes.

less = without		er, or = one who	
powerless	motherless	editor	teacher
friendless	hatless	contributor	subscriber
aimless	heartless	instructor	adventurer
witless	senseless	actor	advertiser

8. Using Words Correctly

Test D. First Form. Troublesome Verbs

Copy and complete, using in each blank a word that makes sense:

1. Where did the heron come from? It ——— from the south.
2. What did the fisherman catch? He ——— a pickerel and some bass.
3. What did the hunters see in the deep woods? They ——— a wildcat and several foxes.
4. What did the lost boys eat? They ——— berries.
5. What did they drink? They ——— water from a spring.
6. In which direction did the cattle run? They ——— toward the pond.
7. Where did the carpenter do his work? He ——— it in his own shop.
8. Where did the child sit? He ——— on the door-step.

9. Where did the dog lie? It ——— on the ground near the boy.
10. What did the girls give their cousins? They ——— them some books.

Copy and complete the second sentence in each exercise, filling the blank with a form of the word printed in *italics*:

11. The girl's father *went* away. He has ——— to New York.
12. A boy *threw* a stone. The boy had ——— a stone.
13. He *broke* a window. The window was ———.
14. School *began* at nine o'clock. School had ——— late.
15. The children *wrote* letters. The children had ——— letters.
16. The boys *drew* a map. The boys had ——— a map.
17. The cold *froze* the water in the ponds. The water was ———.
18. The sun *rose* behind a cloud. The sun had ——— behind a cloud.
19. The club *chose* a new president. The club had ——— a new president.
20. The kitten *drowned*. The kitten was ———.
21. The bell *rang* at one o'clock. The bell has ———.

Complete, using words from the list below Number 25.

22. Teacher: You are to ——— your books home with you.
23. Boy (making a request): Will you ——— me go now, please?
24. Girl: I do not know how to skate. Will you ——— me?
25. Mother (speaking to her son): you ——— to neglect your work.

bring
take

let
leave

learn
teach

hadn't ought
ought not

Chapter VIII — THE STORY OF BOOKS

1. Collecting Material

[Making plans]

The history of books is full of romance. It takes the reader back into the earliest ages when men were groping for means to communicate their ideas; it carries him forward through medieval times when scholars living in monasteries devoted their entire lives to the making of a single copy of the Bible; and it brings him finally to the many inventions of modern times that make possible the printing of thousands of books in a day.

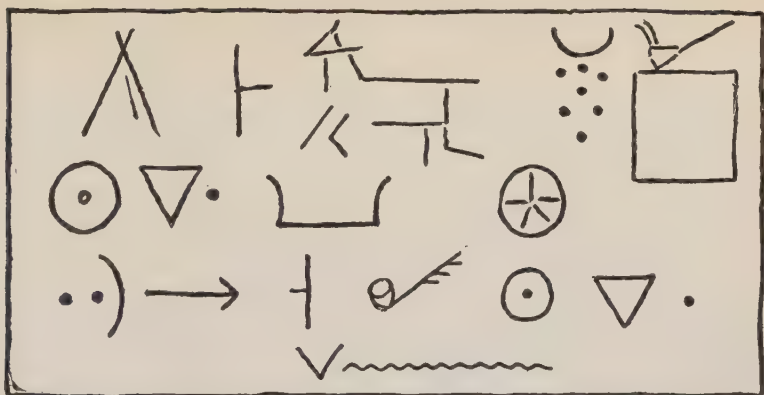
To get a clear idea of this wonderful story, plan, if possible, to obtain samples of picture-writing and illumination and to make a collection of pictures illustrating events in the history of books. In the Library of Congress in Washington the story has been painted on the walls. It may be that you can procure copies of these pictures for your collection.

In order to keep the results of your work, you may wish either to bind your papers and pictures in the form of a book or to help the class make a similar book in which is included the best work done by the members.

2. Picture-Writing

[Conversation]

Long before books were printed, men drew pictures to stand for words. Sometimes they cut these pictures in stone; or, as in the case of the American Indians, they painted them on rocks or leather, or drew them on birch bark. Try to think out some of the situations that might have led wandering tribes of men to invent such a means of communication.



1. The picture-writing shown above is a copy of a letter painted on leather by Running Buffalo, an Indian chief, and sent to another Indian chief. Study the letter to discover, if you can, some of the things that are mentioned; and then, with the help of the following explanation, find what was said.

The way of the old Indian life (signified by the tepee, or wigwam) is barred, and I can no more return thereto (the bars are before the tepee). I am now living in the white man's way and I have a horse (shown by the picture of the horse), seven head of cattle (seven dots under the horns) and a farm (square with plow).

My squaw (the circle enclosing a dot), myself (the triangle), and my son (the dot following the triangle) have come a long and crooked path (crooked line following the sign for the boy). We are getting old and feeble; the fires of life are burning low (sign for fire in the circle). I am an old man. Even the last war-path (flying arrow) upon which I traveled (the last war in which I took part) lasted but two half moons (two dots in a half moon).

But my squaw, myself, and my son are now living in peace. I have smoked the pipe of peace (the orna-

ments on the pipe show it to be a "peace pipe") and I have abandoned the warpath forever. I can never again go on the warpath; there is a barrier in the way (the bars separate the flying arrow from the pipe of peace); and we shall live in peace forever, my squaw, myself, and my son.

Running Buffalo

[Expressing ideas in clear sentences]

3. Tell one thing that you learned about picture-writing in reading the letter. Let the class give other facts. Each person is to limit himself to one sentence clearly expressed.

4. What reasons for the need of picture-writing are given in the following quotations from Longfellow's *Hiawatha*?

Great men die and are forgotten,
Wise men speak; their words of wisdom
Perish in the ears that hear them.

On the grave-posts of our fathers
Are no signs, no figures painted;
Who are in these graves we know not,
Only know they are our fathers.

Face to face we speak together,
But we cannot speak when absent,
Cannot send our voices from us
To the friends that dwell afar off;
Cannot send a secret message,
But the bearer learns our secret,
May pervert it, may betray it,
May reveal it unto others.

5. In lines 35-130 of the same section of the poem (see *Hiawatha*, section 14) is an interesting description of the symbols used in picture-writing. Find out in a book of Longfellow's poems what some of them are.

6. Use this list of suggestions to help you in planning a talk:

a. Tell what need Indians in olden times had for picture-writing. Draw on the blackboard some of the symbols used and explain their meaning. (See selections from *Hiawatha* referred to in Exercise 5.)

b. Give a talk telling what Running Buffalo wished to write to his friend. Describe some of the symbols used.

c. Describe a picture in your collection (see page 122) and then show it to your class. Choose, for example, one of men cutting hieroglyphics in stone.

d. Tell an original story of an Indian boy who, after escaping from captivity, returned to his home only to find that the tribe had moved on. Give the boy a name like White Rabbit or Fleetfoot. Show how picture-writing helped him to find his people.

e. Look up the story of the hieroglyphics used by the Egyptians, and find, if possible, the story of the famous Rosetta Stone. Make a report to the class.

f. Tell how means of communication have developed by slow stages from picture-writing to telephoning by radio.

7. Find out what other members of the class are going to do so that your talk will differ from theirs and so add to the program. Before giving it, say it to yourself to make sure that you have composed it in separate sentences that are clear in meaning.

3. Early Books

[Conversation]

Many hundreds of years after men invented sign language, they began to make letters and to spell words, and then to make books by printing on parchment or sheepskin.

The books which men made at first contained no leaves



to turn. They were long strips of parchment rolled on sticks and tied with tape. As a person read one of these books, he unrolled the parchment from the stick held in the left hand and rolled it on the stick in the right hand.

The makers of these books printed the letters by hand and made the text beautiful by means of pictures and scrolls painted in colors and gilded.

1. The printing and decorations used in old times are often reproduced on Christmas cards and spoken of as illumination. What have you noticed about the capital letters on illuminated Christmas cards? What colors were used in the decorations?

2. Since books were rare in early days and worth many hundreds of dollars apiece, the only children who had access to them were sons of kings or great nobles or those who were taught in monasteries. All other boys and girls of four hundred years or more ago were taught by

word of mouth or were given a practical education by being apprenticed to a shoemaker or other artisan. Only a few were taught to read and write.

3. The invention of printing took place about the middle of the fifteenth century. Why did it cheapen the cost of books? What change in education did it gradually bring about? How did this change affect the general intelligence of the people?

4. The two men spoken of most often in connection with the invention of printing are Gutenberg, a German to whom the invention of printing is usually credited, and William Caxton, who was the first to print books in English. Tell what you have heard of these famous men.

[Using an outline]

5. To sum up the discussion, members of the class might give talks using the following outlines. Can you give the information called for?

Books in the Form of Scrolls

I. The form, material, printing, and decoration of the scrolls made in early days

II. How the scrolls were held when read and how rolled and bound when laid away

III. Why these books, compared with modern books, were rare

The Invention of Printing

I. The effect of the invention of printing on the number of books that could be made and on the price of each

II. The effect on the education and intelligence of people

III. The men whose names are mentioned most often in connection with the invention

A Contrast in Education

I. The kind of education received by children four hundred years ago

II. How the education of children nowadays differs from it

6. Use one of the following suggestions and be ready to give a talk:

a. Show your class what you regard as a beautiful modern book. Point out its good features; then compare them with those of early books.

b. With the help of one of the outlines in Exercise 5 give a talk.

c. Describe a picture in your collection. Choose, if possible, one connected with the making of books in early times.

d. Look up the story of Gutenberg or of Caxton, and after announcing your main topics, give a talk.

e. Make a report to your class on the poem by Thomas Bailey Aldrich called *Friar Jerome*.

f. Make a miniature book in the form of a scroll and print it by hand in the manner used by the monks in medieval days. Write in it the history of the books of those times.

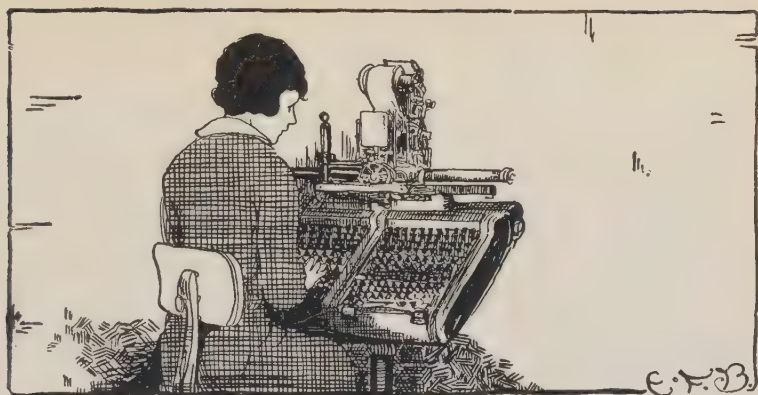
7. Before giving your talk, make sure that you have a clear outline in mind and that you can express your ideas in clear sentences.

4. Modern Printing

The following accounts will give you some idea of the typesetting machines in use at the present day:

TYPESETTING MACHINES

Not many years ago type was set by hand, but within the last fifty years machines have been invented which



do this work. The best known of these are the linotype and the monotype. The first is used largely in newspaper work; the latter in the making of books.

The linotype machine is guided by an operator who sits at a keyboard much like that of a typewriter. When a key is pressed, a mold of a letter slides into place in a stick just long enough to hold a line of type. When the line is filled with these molds, called matrixes, it is carried in front of a slot containing hot metal. With this metal a cast is formed from which the printing is done.

The monotype machine is guided by an operator who strikes keys which punch little holes in a strip of paper. This perforated paper is wound on a roll and then put into another machine containing molds from which the letters of the words are to be cast. The holes in the paper guide the machine in making the type much as a perforated music roll guides a piano in playing a tune. In a linotype machine a line of type is cast at one time; but in a monotype each letter forms a single cast.

1. What are some of the points that you would bring out if you wished to show how a linotype machine differs from a monotype?

2. How does the press described here differ from the one pictured on page 131?

A MODERN PRESS

A modern press is a complicated mechanism which does the work of many machines and a number of men. It feeds itself the paper required in printing. It prints each sheet first on one side and then on the other. It folds the paper and lifts it out of place. It works so rapidly that a good press often turns out as many as thirty sheets a minute. The only attendant required for this type of press is the attendant who oils the press and keeps it in order. Such a press is usually run either by electricity or by some other mechanical power.

3. In contrasting an old press with a modern one, a person might use either one of the following outlines. Select one of them; then with the help of the description and the picture give the facts called for:

- | | |
|---|---|
| I. Difference in size and
in construction | I. Description of a press
of olden times |
| II. Difference in method
of use | II. Description of a mod-
ern press |
| III. Difference in the amount
of work done | |

4. With some personal experience in mind which you have had in printing or in watching others print, give a subject for a talk and the paragraph topics to be covered.

5. Use your own plan or one suggested here, and be ready to give a talk:

- a. Explain to the class how the monotype and lino-type machines differ.
- b. Give a talk contrasting old and new presses.
- c. Choose a topic of your own or one of these, and after securing the necessary information, outline a talk



and give it. An Ideal Printing Outfit for a Boy. How Type is Set by Hand. A Visit to a Printing Office. How Plates are Made from Which Books are Printed. The Printing of a Picture in Color.

5. Book Club Meeting — Illustrated Books

If requested to do so, the officers of your book club might be glad to plan a program on books illustrated by some of the following artists and by others whom the members of the club particularly admire. If this is so, try to be one of the members who volunteer to display a finely illustrated book and to describe a favorite picture.

Boutet de Monvel — *Joan of Arc. Our Children.*

Crane, Walter — *Don Quixote of the Mancha* — retold by Judge Perry. *Household Stories* by the Brothers Grimm.

Frost, A. B. — *Uncle Remus.*

Parrish, Maxfield — *Arabian Nights.*

Perkins, Lucy Fitch — *The Dutch Twins.*

Pogany, Willy — *The Adventures of Odysseus.*

Price, Norman — *Tales of Shakespeare.*

Pyle, Howard — *Book of Pirates, The Merry Adventures of Robin Hood.*

Rackham, Arthur — *English Fairy Tales*.

Smith, Jessie Wilcox — *Little Women*.

Wyeth, N. C. — *Kidnapped, The Boy's King Arthur*.

6. The Use of Pronouns

[A pronoun used as the subject of a verb]

1. Certain pronouns vary their form according to their use. Those printed here in italics, as you already know, are the forms that may be used as the subject of a verb:

<i>I</i> am	<i>We</i> are
<i>He</i> is	<i>They</i> are
<i>She</i> is	<i>Who</i> is (or are)

2. Name the verbs in the following sentences and the pronouns that form their subjects:

I went to the park with my brother and sister. He is six years old. She is eight years old. They played under the trees. We all had a good time.

3. Copy and complete, using different pronouns:

1. Tom's sister and —— are going to cross the Atlantic.
2. He and —— have bought their tickets.
3. —— will be on the ocean five days.
4. My brother and —— often take walks together.
5. —— like outdoor sports.
6. We know the boy —— is the captain of the team.

4. In the following sentence the verb *am* is understood after the pronoun *I*.

Frank is taller than I (am).

5. Tell what word is understood at the end of each of these sentences:

1. Fred's brother is heavier than he.
2. Mary's sister is as lively as she.

3. The boys' father is wiser than they.
4. John is as strong as I.
5. Our cousins are older than we.
6. Complete, using a different pronoun in each sentence:
 1. Robert's brother is younger than ____.
 2. Ruth's sister is a better student than ____.
 3. My brother is as tall as ____.
 4. The boys are better players than ____.
 5. The boys' friends were better behaved than ____.

[A pronoun used as an object]

7. The pronouns that may be used as the object of a verb or a preposition are shown here in italics:

A branch struck <i>me</i> .	The present was from <i>us</i> .
The letter reached <i>him</i> .	The message was for <i>them</i> .
The book was sent to <i>her</i> .	With <i>whom</i> are you going?

8. Complete these sentences with *me*, *him*, *her*, *us*, *them*, and *whom*, naming in each case the verb of which the pronoun is the object:

1. For the fancy dress party Mary's mother dressed _____ and her brother as gypsies.
2. Tom's pony kicked _____ when he went near it.
3. Fred saw my sister and _____ at the concert.
4. The mother of the children fed _____ with bread and milk.
5. The boy _____ you saw was my brother.
6. When the boys teased the dog, he bit _____.

9. Complete, using *me*, *him*, *her*, *us*, *them*, and *whom*. Name for each pronoun the preposition which governs it:

1. Father gave a dollar to _____.
2. The birthday cake was for _____.
3. The team played with _____ ever they could.
4. A dispute arose between _____ and _____.
5. John went with my brother and _____.

10. Use these phrases in sentences, telling in each case the preposition of which the pronoun is the object:

with him and me	against them	after him
to her and me	for whom	beside me
for him and me	between him and her	from me

[A pronoun referring to the subject]

11. In each of the following sentences the pronoun completes the verb and refers to the subject. The same form, therefore, is used as that used for the subject (see Exercise I, page 132). It is correct to say:

It was (or is) *I*.

It was *we*.

It was *he*.

It was *they*.

It was *she*.

12. Complete:

1. Was it you who rang the bell? Yes, it was ———.
2. Was it Richard who broke the window? No, it was not ———.
3. Is it Margaret who is going with you? Yes, it is ———.
4. Was it Henry and Tom who left? It was ———.
5. Is it you and your sister who are going? Yes, it is ———.

[Use of *who* and *whom*]

13. The pronouns *who* and *whom* are frequently used in an interrogative sentence. In such a sentence a person sometimes finds it necessary to think how the ideas would be expressed if they were given in the order used in a declarative sentence. If he changes the sentence *Whom did you meet?* so that the subject comes first, the sentence becomes *You did meet whom?* By comparing this statement with *You did meet John*, a person can readily see that the word *whom* is the object of the verb *meet* and therefore that *whom*, not *who*, is the correct form to use.

14. Change the order of the words in each sentence so that the subject comes first, if the words are not already so arranged; then tell why *who* is used in some sentences and *whom* in others:

1. Whom did you see? 2. Whom is Mary going with?
3. Who spoke to him? 4. Whom shall you write to?
5. Whom did the ball hit? 6. Whom is this package for?
7. Who will go with me? 8. Who was capsized in the boat?

15. Complete, using *who* or *whom*:

1. ——— is going to the meeting?
2. With ——— are you going?
3. ——— received the letter?
4. ——— did the men meet?
5. To ——— did you speak?
6. A prize was given to the boy ——— had worked the hardest.
7. The old man spoke to ——— ever he met.

16. For further study of the pronoun, see page 181.

7. Vocabulary Study

[Derivatives]

1. The prefixes *dis*, *un*, *im*, and *in* sometimes mean *not*. *Discontinued* means *not* continued; *unhealthy* means *not* healthy; *impossible* means *not* possible; *incorrect* means *not* correct.

2. With the help of the prefixes given in Exercise 1, name an opposite for each of the following words:

pleasure	lucky	partial	accurate
comfort	faithful	probable	convenient
agreeable	protected	measurable	definite
courteous	reasonable	mortal	accessible

3. As you read your list of words, be careful to pronounce each syllable distinctly.

4. Complete the sentences in this puzzle, using in place of each blank a word opposite in meaning to the one printed in *italics*:

Word Puzzle

The people living in castles were *protected* from their enemies; those living outside the castle were ———.

The castles situated on plains were *accessible*; those situated in the mountains were ———.

The ladies in the castles bestowed their favors on the knights who were *faithful* to their vows and who were *courteous*; they looked with disdain on men who were ——— and ———.

5. Find in your dictionary other familiar words containing a prefix meaning *not*. Make a list of five for each prefix named in Exercise 1.

8. Using Words Correctly

Test E. First Form. Pronouns

Copy and complete, using words from the list given below Number 5:

1. My brother is stronger than ———.
2. Tom said it was not ——— who wished to go.
3. A letter came addressed to you and ———.
4. My cousins and ——— went for a visit.
5. Was it ——— who saw the fire?

I	he	she	we	they
me	him	her	us	them

Use *who* or *whom* in completing the following:

6. With ——— are you going?
7. ——— did the boys speak to?
8. ——— did you see first?
9. ——— has ridden in an airplane?

Chapter IX

WOODCRAFT AND OUTDOOR SPORT

1. Fun Camping



[Conversation]

When the weather grows warm, cars laden with tents and camping outfits go humming along country roads. If you have been a member of a party in such a car, or, better still, one of a group of boys or girls to tramp through the woods, you may have many interesting experiences to report.

1. You may also be able to help the class with the following questions. Select those that you would like to have discussed:

1. What time of year is the best to choose for a camping trip?
2. In selecting a camp site, why should a party begin in the afternoon to look for a suitable place?
3. Why is a grove of young trees preferable for a camp site, during a thunderstorm, to a single tree in a pasture, a tall tree in a forest, or an old tree anywhere that has dead branches?
4. Why is it a good plan to choose high ground in the neighborhood of water?

5. If there are mosquitoes in the neighborhood, why is it wise to be to the windward of their breeding places? Why is it wise to avoid ant hills?

6. In choosing an outfit for a week-end camping trip, could you leave out any of the following articles? Are there other articles that would be needed?

hatchet	toothbrush	cooking utensils
jackknife	notebook	sleeping-bag or
flash light	matches	blankets
whetstone	food	rubber poncho

7. Why does a real camper leave the woods as he found them, unmarred, and his camp site clean?

[Review. Limiting a topic]

2. Which of the following topics are suitable for a three-minute talk? Show how to limit those that cover too much; then give titles of your own:

A Storm in Camp	Hunting with a Camera
A Fright	An Encounter with Cows
A Three Weeks' Trip	Mountain Trips
Wild Animals	

3. With the help of one of the following suggestions or an idea of your own, plan a talk and give it:

a. Give directions for preparing for a trip or for choosing a camp site.

b. Tell your class of a good place to walk to, or about one that you regard as a good camping place.

c. Tell the story of an incident in camp life or one connected with a trip that you have taken.

d. Give a talk beginning with the following sentence: Camping out has its drawbacks as well as its pleasures.

4. After you have heard a number of talks, tell from which of them you gained the most information and which proved the most interesting. Be ready to help any one who has not yet learned to limit his subject properly and to keep to the point.

2. Woodcraft

[Conversation]

1. A knowledge of woodcraft adds much to the fun of camping. Are you familiar with any of the following things? For which can you give clear directions to the class?

Building a fire for cooking	Putting out a fire without water
Building a council fire	Getting bait
Boiling water over a camp fire	Mapping a trail
Roasting corn	Making a shelter lean-to
Toasting marshmallows	Making a bed out of boughs
Roasting potatoes in ashes	and ferns

2. Name other kinds of woodcraft with which you are familiar.

3. Read the following directions and then tell whether you could follow them or not:

STARTING A FIRE WITH ONE MATCH

If there is a strong wind, choose a sheltered place for your fire, but otherwise select a position where the wind will make a good draft. Gather a few very dry leaves and some pine needles or cedar twigs and some very small sticks. Build these up in the form of a cone; then very slowly add larger and larger sticks until the cone is about the size of a man's hat. Light your match, making a cup around it with your hand in the direction from which the wind is blowing. When the match is going well, light the leaves in several places.

[Review. Giving detail for clearness]

4. In the directions in Exercise 3 the materials used are named and the method of the procedure is described in detail. What facts should be given in telling how to mark a trail? In telling how to catch trout or some other kind of fish?

5. Choose a, b, or c:

a. Give directions for marking a trail or for catching fish as planned in Exercise 4.

b. Tell your class how to do one of the things named in Exercise 1.

c. Tell how to carry out some other work connected with camping or fishing.

What care will you take to make your directions clear?

3. Field Glass, Microscope, and Camera



[Conversation]

This picture is a copy of one taken by a boy who was interested in studying the birds, the squirrels, and the chipmunks that lived in the woods near his summer cottage. To attract the little creatures, he put crumbs on the railing of the veranda. He found that the song sparrows were easily frightened by the click of his camera, but he had no difficulty in getting good pictures of the catbirds, the squirrels, and the chipmunks. In fact the chipmunks were so tame that they not only ate freely of the crumbs placed on the veranda but entered the cottage,

opened boxes, and helped themselves to the crackers that they found there.

1. Have you ever tried to take pictures of a bird or an animal? Have you ever used any instrument besides a camera, such as a field glass or a microscope?

2. Which of the following can you give directions for?

Using a camera	Studying flowers with a
Getting queer effects with a camera	microscope
Shooting wild life with a camera	Studying insects with a
	microscope
Making blue prints of flowers (without a camera)	Studying birds with a field
	glass
Telling silk, cotton, and wool with a microscope	Watching stars through a
	field glass

[Review. Arranging facts in order]

3. Why, in giving directions, should a person arrange his facts in good order? How should he arrange the following items if he were telling how to take a snapshot with a camera?

Getting the view in focus	Seeing that the camera is level
Adjusting the camera	Selecting the view
Pushing the button	Turning the film to the next number

4. With the help of the class arrange in good order the facts that should be given in telling about some other topic chosen from those in Exercise 2.

5. To sum up your discussion, choose a, b, c, or d:

a. Tell for what purposes lenses are used and how they are constructed.

b. Report to the class some experience that you have had recently in using a camera or some other instrument.

c. Use one of the topics mentioned in Exercise 2 and give a talk. Illustrate it, if possible, by exhibiting an instrument, pictures, or specimens of some sort.

d. Give a report describing some of the marvels astronomers see through a telescope.

6. As you rehearse your talk to yourself, try not only to arrange your facts in good sequence but to make your statements brief and to the point.

[Writing a letter]

7. Find out who in your class would like to have a copy of the talk that you planned in Exercise 5 or in the lesson on page 140. Write the directions for him (or her) in the form of a letter.

[Proof-reading]

8. With the suggestion on page 409 in mind read your letter to make sure that it is correct in every way.

4. Good Sportsmanship

[Conversation]

1. A good sport is a person who enters into a contest in the right spirit. He is ready to greet victory without a display of pride and to face defeat without complaint. He is self-controlled and courageous. What other traits does he have?

[Review. Following an outline]

2. Be ready (1) to complete the following outline showing what a good sport will do, and (2) to tell how you might illustrate the different points in both sections.

How a Good Sport Behaves

I. How a good sport behaves when victorious

1. A good sport is careful not to gloat over his opponents.

2. Out of consideration for his opponents he conceals his natural pride in his victory.
3. He is modest when congratulated.
4. He makes light of his success.

II. How a good sport behaves when defeated

- 1.
- 2.
3. etc.

3. How is sportsmanship shown in baseball? In football? In other games? What games call for more sportsmanship than others?

4. How can a person show himself to be a good sport when camping out? When he is hurt? When he is criticized? When after working hard in some task at school he fails?

5. To sum up your discussion, use one of the following suggestions:

a. With the help of the outline started in Exercise 2 give a talk.

b. Use the questions in Exercise 3 or Exercise 4 or a subject of your own and plan a talk. Announce your main topics to the class for criticism, and then be ready to give your talk.

[Written composition]

6. Think of ways of improving your talk so that it might be used as an editorial for a paper similar to the one on page 149. Before writing it, decide upon the number of paragraphs required. Afterwards proof-read it carefully.

5. Holding an Informal Debate

There are many questions connected with sportsmanship and other topics that would become clearer to you if the members of your class discussed them. They

might select, for example, one group of persons to give the arguments on one side of a question and another group to give the arguments on the other side. A discussion carried on by two groups in this way is called a **debate**.

The question discussed is often expressed in a resolution, such as:

Resolved: That football brings out more sportsmanship in the players than baseball.

The persons speaking in favor of a resolution are said to be on the *Affirmative* side; those opposed are on the *Negative* side.

Plan a debate, using a resolution similar to the one given above or to one of the following:

Resolved: That it is better to live in the country than in the city.

Resolved: That the study of history is more useful than the study of geography.

Resolved: That the radio is more useful than the newspaper.

In preparing for the debate, the class should choose several members who believe in the resolution to take the affirmative side, and an equal number of those opposed to take the negative side. Each person chosen should think up all the arguments that he can that are in favor of his side and be prepared to present them in a courteous and a convincing way.

In conducting the debate, the person in charge should call upon the speakers on the affirmative side first. After they have presented their arguments, he should call upon the speakers on the negative side to answer the arguments given and to present their own. Next the chairman should give the speakers on the af-

firmative side a second chance to speak and then he should call upon those on the negative side to close the debate.

After hearing the speakers on both sides, the class should try to come to a fair-minded decision as to which side gave the stronger and more conclusive arguments. To help them make up their minds, the members of the class may ask to have summaries of the arguments written on the blackboard.

6. Nature Myths

[Review. The three parts to a story]

A myth is a story told to explain some wonder of which the origin is unknown. In early days myths were used to explain among other things, thunder and lightning, the change in the seasons, the origin of the stars, the rainbow, and the ocean.

The following story shows something of the character of an early myth.

ECHO AND NARCISSUS

There was once a mountain nymph named Echo who was very beautiful, but who had one serious fault. She had a noisy tongue. Not only was she fond of repeating everything she heard, but she insisted upon always having the last word. Because of this fault, Juno, the queen of the gods, banished Echo to the wild wood and bade her never to speak except in imitation of words spoken by other people.

Soon after her banishment Echo met Narcissus, a handsome youth who was hunting in the woods. Echo, peeping from behind a tree, saw his beauty, and, as she gazed at the young man, her heart was filled with love. She tried to call him but could not, for she no longer had a voice of her own.

At last Narcissus heard a sound of breaking branches and cried out, "Is there any one here?"

Echo answered, softly, "Here!"

Narcissus, amazed, looked about on all sides but seeing no one, cried, "Come!"

Echo answered, "Come!"

Narcissus cried again, "Who art thou? Whom seekest thou?"

Echo answered, "Thou!"

Then, rushing from among the trees, Echo tried to throw her arms about his neck, but Narcissus fled through the forest, crying, "Away! Away! I will die before I love thee!"

Echo answered mournfully, "I love thee!"

Thus rejected, Echo hid among the trees and grieved. She pined, and pined, until nothing was left of her but her voice. Sometimes in the mountains or hills, if you call, you will hear Echo repeating your words softly from a distance. But you will never see her; for she is nothing but a voice.

1. Point out the three parts to the story, (1) the introduction, (2) the part leading to the climax or chief event, and (3) the conclusion.

2. Be ready to help two of your classmates tell the story. One is to give the introduction, another is to tell the adventure of Narcissus; and the other is to give the conclusion. The three parts should make a connected story.

3. The following myths are frequently mentioned in stories and elsewhere. With which are you familiar? What others can you name?

Greek myths: Phœbus Apollo, the sun god; Iris, the rainbow; Persephone, the goddess of spring; Clytie, the sunflower; Arachne, the spider; Tithonus, the cricket.

Norse myths: Thor, the god of thunder; Balder, the spring; Loki, darkness.

Indian myths: The first robin; the first woodpecker; the origin of the water lily; how the white, red, and black men got their colors.

[Oral and written composition]

4. For your next lesson be prepared to do one of the following things:

a. Give a talk explaining the cause of thunder and lightning, the change of seasons, or some other thing in nature about which myths were once told.

b. Look up one of the myths named in Exercise 5 or some other myth that would interest your class. Be ready to tell the story briefly but entertainingly.

c. Make up a story of your own to explain the origin of some flower, insect, or bird, and have it ready to read to the class. Any of these would make a good subject: The First Water Lily, Why the Dragon Fly has Rainbow Colors in its Gauzy Wings, The First Bluebird, Why the Mocking Bird Imitates Other Birds.

[Review. Writing a conversation]

5. Study these sentences; then tell what marks are used to set off the exact words spoken by the characters in the story:

Narcissus cried out, "Is there any one here?"

Echo answered softly, "Here!"

6. Choose some one to take the part of Narcissus and some one else to take the part of Echo and ask them to read the conversation in the story.

7. What rule for paragraphing is observed in reproducing a conversation? Show that this rule was followed in printing the story of Echo and Narcissus.

8. Choose members of your class to take different characters in this selection, and ask them to read it.

"Perhaps you would like to stay with the queen and

watch the women weaving," said the King. "No," answered Atalanta, "I am going with the warriors to hunt the wild boar in the forest!" "If she goes then I will not," said one of the young men. "Nor I, either," said another. "Nor I," said a third. "Why, the whole world would laugh at us."

9. Tell how to paragraph the selection in Exercise 8, then write it, taking pains not only to start a new paragraph with each change of speaker, but to punctuate the conversation carefully.

7. School News — Athletic Number

[Writing an article]

To help the editors of the spring number of the *School News*, contribute at least one of the following:

- a. A nature story such as you prepared in the lesson beginning on page 145
- b. A news item connected with the athletics of the school
- c. An editorial on good sportsmanship
- d. An editorial favoring greater interest in athletics or some other activity in which you think your class should take more interest
- e. A description or explanation of something in nature which you have observed and which you have thought about (The description may be in verse.)
- f. A review of a book that you think other boys and girls will enjoy reading during their vacation

[Proof-reading]

Tell why the article *Playing an Undeclared Team* in the *School News*, page 149, is written in four paragraphs; then explain the paragraphing of the other articles.

Read your paper first to make sure that you have started a new paragraph with each new topic, and then see that the sentences sound well and contain no errors.

SCHOOL NEWS—ATHLETIC NUMBER

VOLUME II

APRIL MAY JUNE

NUMBER 4

OUR ANNUAL PLAY DAY

The annual Play Day held in Forest Park on Saturday, May 15, was a great success. Many schools were represented and every one had a good time. Washington School won the greatest number of points, and it is to be noticed that the girls won over half of these points.

PLAYING AN UNDEFEATED TEAM

Last summer our team played the champion baseball team of the city, but luck seemed against us. When we saw the boys, they looked like college men, and that made us lose confidence in our ability to win; and then, when the game started, the first man on their side hit a home run. This completely rattled us.

It was some time before we could control ourselves and begin holding. Finally our old fighting spirit came again. We fought, but we could not get a run.

At the beginning of the ninth inning the score was 1 to 0 in their favor, but in the last of the innings our luck turned and we got a man on base. Then our heavy hitter hit a home run, making the score 2 to 1 in our favor and thus giving us the victory.

We won the junior championship that season, but we shall never forget that game. It taught us not to be afraid of the heavier in weight and greater in height, but to fight and fight until we succeed.

HOW AUNT HELEN LEARNED TO SWIM

It was a very hot, calm day. Mother, Daddy, Uncle Frank, Aunt Helen, and I were on the porch. There wasn't any breeze, and some one suggested a paddle. We got into our two canoes and started out. We all liked swimming but Aunt Helen; we all loved the water but Aunt Helen. She hated both, but she was a good sport and came along with us.

We paddled for a time and then turned towards home. But as we came around the bend, a gale sprang up. Our canoes tossed about dreadfully and we thought we should have to swim in. We all took off our shoes so that we should be ready to jump. Then the moment came. A terrific blast tipped both the canoes over.

In the excitement every one forgot that Aunt Helen could not swim! We were not far from the float (about 20 yards), so we all swam to it. When we had counted noses we all cried, "Where's Aunt Helen?" We looked in the direction of the drifting canoes, and there she was, dog-paddling toward the float as fast as she could go.

I swam off with Dad in case she gave out, but she did not. She kept on to the float. When she had climbed up she flopped into the nearest boat saying, "I have had my first swimming lesson, which I hope will be my last!"

8. Using Words Correctly. Review for the Second Half Year

Test D. Second Form. Troublesome Verbs

Complete each answer, using a word that makes sense:

1. Where did the book lie? It ——— on the table.
2. Where did the boys sit? They ——— near the window.
3. What water did the campers drink? They ——— from a spring.
4. What did the castaways eat? They ——— dried biscuits.
5. What did the boys see in the mine? They ——— men blasting ore.
6. What did the dog catch among the bushes? He ——— a rabbit.
7. When did the visitors come? They ——— at four o'clock.
8. What did the girl give her cousin? She ——— her a book.
9. When did the boys do their work? They ——— it before school.
10. How far did the winner run? He ——— half a mile.

Copy and complete the second sentence in each exercise:

11. I *wrote* a letter. I had ——— a letter.
12. The pitcher *threw* a swift ball. The pitcher had ——— a swift ball.
13. The girl *broke* her bicycle. Her bicycle was ———.
14. The wind *blew* the ship out to sea. The ship was ——— out to sea.
15. The meeting *began* at seven o'clock. The meeting had ——— late.
16. The club *chose* a leader. A leader was ———.
17. A sailor *drowned*. A sailor was ——— at sea.
18. The moon *rose* late. The moon had ———.
19. The curfew *rang* at nine. The curfew had ———.

20. The traveler *went* south. The traveler has —— south.

21. The children *drew* pictures of the jungles in Africa. The children had —— pictures of the desert.

Complete, using words from the list below Number 25:

22. Mother (speaking to a child): —— your books to school with you and —— them home to-night.

23. Child: Will you —— me go to the entertainment?

24. Boy: When I know how to swim I will —— you.

25. Father (to boy): You —— to take risks.

bring	leave	teach	ought not
take	let	learn	hadn't ought

Test E. Second Form. Pronouns

Complete, using words from the list below Number 5:

1. Henry received a letter addressed to his brother and ——.

2. Mary's cousin is as tall as ——.

3. Ralph said, "It wasn't —— who was chosen."

4. The other boys and —— were the first to arrive.

5. The girls thought it was —— who were to blame.

him	she	me	us	they
he	her	I	we	them

Use *who* or *whom* in completing the following sentences:

6. —— is the book for?

7. —— did you meet?

8. —— is going to the entertainment?

9. With —— are you going?

9. Review. The Sentence

I. Finding the Thought Relations in a Sentence

1. Change each of the following sentences so that the parts are in their natural order, if they are not already

so arranged; then give the basic, or main, idea and the subject and predicate of each sentence:

1. In the blue sky above circled an eagle.
2. In the winter snowbirds gathered in the pine trees.
3. The brook chattered noisily over the stones.
4. Over the lonely prairie a strong wind was blowing.
5. The horses drank thirstily at the well.
6. The bell in the high tower slowly tolled the hours.
7. From its nest under the eaves darted a swallow.
8. On the hearth chirped a noisy cricket.
9. With a resounding roar the waves broke against the cliff.
10. Down the mountain side rolled a great boulder.
11. The stillness of the night was broken by the ticking of the old clock on the stairs.

2. Point out the adjectives and the adverbs in the sentences in Exercise 1, and tell what each modifies; then make a list of the prepositional phrases.

3. Name the basic idea of each of the following sentences, giving with each incomplete verb the words used to complete it:

1. An old collie guarded the sheep.
2. In the late summer the farmer cut his grain.
3. The thirsty camels stopped at the spring.
4. The branches of the oak were gnarled.
5. The miser hid his gold in the chimney corner.
6. Far below, the waters of the gulf shone in the sun.
7. The fortress stood on a hill overlooking the sea.
8. The miller ground the corn into golden meal.
9. The Indian woman carried a little papoose.
10. Hedgehogs live in hollow trees.
11. Rabbits are timid.
12. The dog was a good hunter.
13. The Indian tossed his tomahawk into the canoe.
14. The echo of the shepherd's halloo grew faint.
15. The birds near the water were kingfishers.

4. Which verbs in Exercise 3 are followed by object nouns? Which by predicate nouns or predicate adjectives? Which by adverbs or adverbial phrases?

5. Each sentence in the following puzzle has a duplication of some part. For example, one sentence has two subjects, another contains a preposition with more than one object. The puzzle is to find in each sentence the compound element.

A Puzzle

1. Blue jays and woodpeckers spend the winter in the north.
2. Swallows gather in flocks and leave for the south early in September.
3. Wild swans, geese, and ducks annually take long journeys.
4. Their plumage is waterproof and frostproof.
5. Some humming birds make their summer home in Alaska and spend their winters in Mexico.
6. The warbler's fluffy feathers are poor protection against storm, rain, and cold.
7. The warblers make their winter home in Mexico, in South America, and in the West Indies.
8. Fogs and storms confuse and bewilder them on their journeys.
9. An uncontrollable longing forces them to take the journey and compels them onward.
10. Birds are guided by lakes, rivers, and valleys below.

III. Composing Longer Sentences

Give the rules governing the punctuation of each group of sentences; then write sentences of your own in imitation of those given. Where it is possible, use the same connecting words.

[The use of *but* and *and* in connecting ideas]

1. The sides of the cliff were covered with wild grape vines, but the top was bare.

2. The sky suddenly grew dark, and thick drops of water splashed against the windowpanes.

3. In the morning the dwarfs went to the mountain to dig gold, but in the evening they returned home, and their supper had to be ready for them.

[The use at the beginning of a sentence of expressions introduced by such words as *although, as, when, and if*]

4. Although the forest was dark, the boy found the temple among the trees.

5. As he approached the place, he saw a group of monstrous cats.

6. When the phantom cats saw the lad, they uttered a shriek and fled.

7. If the boy had been less brave, he, too, would have retreated.

[Explanatory and descriptive expressions]

8. The island, as I have said, was the last of the cluster.

9. The night, which came down suddenly like a curtain, shut in the island from all the world.

10. The boy looked down at the sea, covered with whitecaps, and made a despairing gesture.

[Direct quotations]

11. "What is your name?" asked the queen.

12. "May it please your Majesty," the young man answered, "my name is Raleigh. My father is of an old but unfortunate family."

13. "You have to-day," the queen said, "spoiled a good cloak in our service. Take this jewel and wear it henceforth in memory of this day."

For further study of the sentence, see page 183.

10. Mastery of the Sentence. Test No. 3

[Recognition]

Write on a paper the number of each group of words that forms a complete sentence:

1. The house was made of logs
2. The dog barking at the door
3. Whenever he left the house
4. A ragged boy stood near the woodpile
5. In the evening before sunset
6. As soon as I let the foresail go, I threw myself flat on deck
7. The old sailor who had boarded the ship early in the morning
8. We did not feel the tempest so much as we scudded before it, but at all events the sea, which had at first been kept down by the wind

[Writing in sentences]

Find the ends of the sentences; then copy the exercise, putting in the capitals and periods that are needed.

9. I expected to see the crows struggle over the food nothing of the kind happened the first crow stopped eating looked at the other a moment and flew away the second crow then went up to the food and began to eat soon the first crow came back and each of the crows seized a portion of the food and flew away with it their respect and good will for each other seemed perfect.

[Appreciation of excellence]

Write the number of the paragraph that contains sentences which are clear in meaning and which sound well:

10. The mother fox gave a low call, and the little foxes came tumbling out of the den. When they saw the chicken that she had brought, they rushed on it, tussled and fought with it and with one another. Meanwhile the mother, keeping a sharp eye out for enemies, looked on with fond delight.

11. The mother fox gave a low call. The little foxes came out of the den. They tumbled over each other. They saw the chicken that she had brought. They rushed at it. They tussled and fought with it. They fought with

one another. The mother looked on with fond delight. She was keeping a sharp eye for enemies.

12. The mother fox gave a low call and after the chicken out of the den the little foxes came tumbling. She had brought it. They rushed and tussled and fought each other. Keeping a sharp eye for enemies. The mother with fond delight would be looking on.

[Punctuation]

Copy these sentences, punctuating each in a way that will make the meaning clear:

13. The day was bright and jocund and the morning dew still lay upon the grass

14. After Robin and his men had eaten their breakfast they started through the greenwood in search of adventure

15. Will Stately who headed the party suddenly stopped

16. Hark lads said he Methinks I hear a sound

17. By the side of the pool they found a youth with golden locks tangled with his clothes awry and everything about him betokening sorrow and woe

[Composing sentences]

Make one sentence out of the sentences in each of the following exercises. You may leave out words and add others, but you must not change the thought.

18. The cowboys were skillful riders. They were daring riders.

19. The men had flashing dark eyes. They were Spaniards.

20. The broncho bucked. The cowboy clung to his saddle.

21. The cowboys were riding bronchos. They dashed down the street. There was a sound of clattering hoofs.

22. Each cowboy wore leather chaps. These were to protect him from the wind. Each carried a lasso.

Standard score: *Fair*, 10-12 correct exercises; *good*, 13-14; *excellent*, 15-22.

Chapter X

FURTHER STUDY OF THE SENTENCE¹

1. Use of Grammar

In order to use words correctly and to punctuate a sentence so as to bring out its meaning, a person needs to understand the relations of words in a sentence. In studying these relations, he is studying **grammar**. The earlier chapters in this book contain simple studies in grammar. This chapter summarizes the work and carries it farther.

2. Review and Summary. Capitalization and Punctuation²

1. Which of the following groups of words makes sense by itself and is for that reason a sentence?

Late in the fall

The sun had risen

A sentence is the expression of a complete thought.

¹ The studies in grammar in this text are divided in such a way that a class may take either the minimum or the maximum course. The minimum course includes only those phases that are essential for a mastery of the correct use of words and an understanding of punctuation. The maximum course, covered by the entire text, includes besides the work given in the minimum course (1) new phases of the work, and (2) many practice exercises for the interpretation of the thought relations in sentences. Pupils taking the minimum course should do the work in Chapters I-IX and, where it is necessary to do so, should supplement the work in these chapters by using the summaries and practice exercises in Chapter X. Pupils taking the maximum course should cover besides the work given in Chapters I-IX that included in Chapter X.

² Continued from page 20.

2. With the help of the definitions and rules given below, prove that the following sentences are correctly labeled and punctuated:

NON-EXCLAMATORY

DECLARATIVE. The children were lost. Search the woods.

INTERROGATIVE. Can they find their way home?

EXCLAMATORY

DECLARATIVE. How frightened the children were! Hurry!

INTERROGATIVE. Oh, what were they to do!

A declarative sentence is a sentence that states a fact or gives a command.

An interrogative sentence is a sentence that asks a question.

A non-exclamatory sentence is a sentence that expresses a thought without showing strong feeling.

An exclamatory sentence is a sentence expressing strong feeling.

A non-exclamatory declarative sentence should end with a period.

A non-exclamatory interrogative sentence should end with a question mark.

An exclamatory sentence should end with an exclamation point.

3. Classify each sentence and tell how to punctuate it:

Second mate: They have changed the course Have you marked it

First mate: Ay, we are headed for land now

Second mate: Is it according to agreement We shipped to Holland direct

First mate: And here we are putting into an English harbor

Second mate: How strange this is Can it be that the captain is engaged in smuggling

First mate: Nay, that's too risky these days

Second mate: Hush Here is the captain

Captain: Come to my cabin There's certain work for you to-night

4. Review the rules on page 413 for the use of the comma; then copy and punctuate the following sentences:

1. My very dog sighed poor Rip has forgotten me
2. Rip cried out in despair Does nobody here know Rip van Winkle
3. Oh Rip van Winkle exclaimed two or three Oh to be sure that's Rip van Winkle yonder leaning against the tree
4. At this critical moment a fresh comely woman pressed through the throng
5. What is your name my good woman asked Rip
6. The woman replied Judith Gardenier
7. And what was your father's name asked Rip
8. Ah poor man Rip van Winkle was his name but it's twenty years since he went away from home with his gun He never has been heard from since

5. With the rules on page 412 in mind, give the reason for each capital letter in Exercise 4.

6. Copy the rules from page 412 and write an illustration of your own for each.

3. Nouns, Pronouns, and Verbs¹

I. Three Kinds of Words

We use eight different kinds of words in expressing our thoughts. These words are called the parts of speech. Among the most important of these are the noun, the pronoun, and the verb.

¹ Continued from page 35.

A noun is the name of a person, place, or thing.
Examples: *boy, city, tree, December.*

A pronoun is a word used in place of a noun. Ex-
amples: *he, I, they, it, ours, yours, who, each, one.*

A verb is a word used to assert action or being.
Examples: *run, think, was.*

II. Summary. The Noun

Nouns are classified as common nouns and proper nouns.

A common noun is a name that may be applied to any one of a class. Examples: *boy, city, month.*

A proper noun is a name used for a particular person, place, or thing. Examples: *Richard, New York, October.*

A proper noun should begin with a capital letter.

A noun is singular in number when it means only one. Examples: *friend, man, story.*

A noun is plural in number when it means more than one. Examples: *friends, men, stories.*

The plural of certain nouns ending in *f* is formed by changing the *f* to *v* and adding *es*. Example: *knife, knives.*

The plural of a noun ending in *y* preceded by a consonant is formed by changing the *y* to *i* and adding *es*. Example: *berry, berries.*

The possessive singular of most nouns is formed by the addition of an apostrophe and an *s*. Examples: *a beggar's coat, a bird's nest.*

The possessive plural of nouns whose plural ends in *s* is formed by the addition of an apostrophe following the *s*. Example: *The boys' athletic field.*

Give illustrations of your own for each definition and rule in the summary above.

III. The Pronoun and its Antecedent

Make a list of the pronouns, placing after each the noun for which it stands:

A hunter who was looking for the tracks of a lion asked a woodcutter whom he met if he had seen any lion tracks, and if he knew where the lion was hid.

The woodcutter replied, "Oh, I can show you the lion himself."

Thereupon the hunter became pale with fright, his teeth chattered, and he exclaimed, "I wish only to see his tracks; I don't wish to see the lion."

IV. The Verb and the Verb Phrase

1. Make a list of the verbs and place a check mark (✓) after each verb in the list that is a phrase:

1. The king was sitting on his throne in his palace.
2. One knight had finished his story.
3. Another knight was telling his.
4. A third knight appeared.
5. He brought with him a little girl in a torn dress.
6. The little maid was the lost princess.
7. The two knights had thought her a beggar and had passed her by.

The parts of a verb are frequently separated. In the sentence, *The boy had already left the house*, the two words forming the verb *had left* are separated by *already*.

2. Find the verbs:

1. The sun was slowly setting behind the hills.
2. The cricket on the hearth was busily chirping.
3. The teakettle was merrily humming.
4. The baby was quietly sleeping in his crib.
5. The man had for some time been out in the storm.
6. An open fire was brightly burning.
7. The dog was greedily eating his supper.
8. A mouse had quietly crept across the floor and was busily nibbling at some cheese.

3. Make a list of the verbs in the story at the top of this page.

4. The Parts of a Sentence ¹

I. Summary

The subject of a sentence names that of which something is said. It may consist of a word subject, with or without modifiers, or of a group of words used in its place.

The word subject of a sentence is usually either a noun or a pronoun.

Note. Since nouns and pronouns name the "substance," or matter, referred to in a sentence, they are sometimes spoken of as substantives.

A modifier is a word or group of words used to describe, point out, or explain that which is referred to in a sentence.

Complete subject: *The river in the valley* overflowed its banks in the spring.

Word subject, or substantive: *The river* in the valley

Modifiers of the word subject: *The river in the valley*

The predicate of a sentence names that which is said of the subject. It consists of the verb, words used to complete the verb, and modifiers of the verb and of the complement.

Complete predicate: *The river in the valley* overflowed its banks in the spring.

Verb: *overflowed* its banks in the spring.

Words completing the verb: *overflowed its banks* in the spring.

Modifiers of the verb: *overflowed its banks in the spring.*

The main, or basic, idea of a sentence is found in the word subject, the verb, and in the complement of the verb if there is one.

A sentence is in its natural order when the subject comes first.

¹ Continued from page 47.

II. Practice in Interpreting Thought Relations in a Sentence

1. Arrange the parts of each sentence in their grammatical, or natural, order if they are not already so arranged; then give the main, or basic, idea of the sentence by naming the word subject and the verb:

Example: For the sentence: *In the sky above soared an airship*, read, *An airship soared in the sky above*; then say, *airship soared*.

1. In the forest lived many birds. 2. Among the pine trees fluttered the chickadees. 3. In the underbrush the partridges lived. 4. Through the swamp wandered a sluggish river. 5. Among the bulrushes frogs croaked. 6. On the banks of the stream turtles were lying in the sun. 7. Tall grass grew in a field. 8. In the grass lay a bird's nest. 9. Through the grass crawled a snake. 10. Round and round flew a frightened bird. 11. Across the prairie wandered tribes of Indians. 12. Feeding on the grass could be seen herds of buffalo. 13. At night the howls of coyotes could be heard.

2. Notice that the complete subject of the illustrative sentence in Exercise 1 is *An airship* and the complete predicate is *soared in the sky above*.

An airship		soared in the sky above.
subject		predicate

3. Write the parts of the sentences in Exercise 1 in their natural order and draw a line between the subject and the predicate of each sentence.

III. Optional Exercise

4. Classify each of the following sentences as declarative or interrogative, and tell which are used as exclamatory sentences: then give the subject and the predicate of each:

Example: Say, *Turn to the right* is a declarative sen-

tence. The subject is *you* understood; the predicate is *turn to the right*.

1. Near the river stood a deserted cabin and an old barn. 2. What did the hunters find in the woods? 3. How strange the river looked! 4. Of falsehood beware! 5. Thorns grew on the prairie. 6. Rain and hail beat against the window. 7. The farmer harvested his oats, barley, and wheat in season. 8. Down the river sped the boat. 9. Who has seen the ocean? 10. What was bought at the store? 11. With whom did Mary go? 12. Where are my books and papers? 13. How tall the trees were! 14. How dark and lonely the woods seemed! 15. What queer sounds the boys heard! 16. What a distance they must go! 17. Tell the truth. 18. Work hard. 19. All evil avoid.

5. Summary. The Use of Singular and Plural Verbs¹

Verbs change their form to show number. The verbs *is*, *was*, *has*, and *does* are singular in number; and the verbs *are*, *were*, *have*, and *do* are plural in number.

A singular verb is used:

With a subject singular in number. The sun *is* shining.

With singular subjects connected by *or* or *nor*. Either John or Mary *is* going.

With *each*, *every*, *any*, *either*, *neither*, and with any other word referring to objects thought of as singular. *Each* of the boys *was* to carry a flag.

With words naming a sum of money or other numbers regarded as one thing. A thousand dollars *was* the price paid.

A plural verb is used:

With all subjects plural in number. The boys *are* at work.

With subjects joined by *and*. John and his sister *were* at school.

With the pronoun *you*. You *are* going, *aren't* you?

¹ Continued from page 47.

With the help of the rules on page 164 give the reason for the number of each verb:

1. Neither the clock nor the watch is right.
2. Either the girl or her sister is to go.
3. Rain and hail were falling.
4. The boy with his two brothers is waiting for the train.
5. Thirty-five cents was the amount paid for the book.
6. \$10,000 was the price asked for the house.
7. Every one of the children was at school early.
8. A flock of birds was flying overhead.
9. Any one who is late will have to pay a penalty.
10. Cattle were feeding on the mountain side.
11. Each member of the club was given a ballot.
12. You were at the meeting, were you not?

Give illustrations of your own for each rule.

6. The Adjective¹

I. Recognition

In order to recognize an adjective, a person should keep in mind the following facts:

An adjective modifies the meaning of a noun or a pronoun.

Adjectives modifying nouns: *Tall* trees grow near *the* school.

An adjective modifying a pronoun: *Every* one who could came to school early.

An adjective may be used to describe an object by answering the question *What kind?* or it may point out or limit the meaning of a noun or a pronoun by answering the questions *Which one?* *Whose?* or *How many?*

¹ Continued from page 65.

Among the adjectives answering the question *Which one?* are the articles *a*, *an*, and *the*. Those answering the question *Whose?* are the possessive pronouns such as *my*, *his*, *their*, *its*, used as adjectives.

Answering the question *What kind?* The boy wore a *woolen* sweater.

Answering the question *Which one?* The man took the *first* train leaving after three o'clock.

Answering the question *How many?* The woman carried *two* suitcases and *several* bundles.

Articles: Near *the* stairway stood *a* clock and *an* old table.

Possessive pronouns used as adjectives: The children carried *their* books home. *My* pencil was lost.

A proper adjective is an adjective derived from a proper noun.

An *Italian* boy, the *English* language, the *Canadian* government

Adjectives are sometimes placed near the word modified and sometimes in the predicate.

Adjectives placed near the words modified:

A *violent* storm wrecked the ship.

The boys, *hungry and tired*, reached home late.

Predicate adjectives:

The wind was *cold*.

The sky became *overcast*.

Often several adjectives are used to modify the same noun. In the sentence, *Many tiny brooks found their way through the woods*, the adjectives *many* and *tiny* both modify the noun *brooks*.

When adjectives are thus used in a series, it is customary to separate them by commas unless each of those given modifies the entire expression that follows.

Commas needed: We saw some beautiful, fragrant, and unusual flowers.

Commas not needed: We saw some beautiful white flowers.

Make a list of the twenty-four adjectives, or words used as adjectives, in the following sentences, writing after each the noun or the pronoun it modifies:

1. When the young bluebirds emerge from the shell, they are almost black.

2. It is only when they spread their tiny wings for their first flight from the nest that we can see a few blue feathers.

3. When the cool days of autumn arrive, the bluebirds collect in flocks in sheltered, sunny places where insects are still plentiful.

4. They linger in autumn like the last leaves on a tree and brighten the dreary November landscape.

II. Making a Comparison

In describing the shadows cast by a group of trees, we might say:

The shadow cast by the fir tree was *long*.

The one cast by the juniper was *longer*.

That cast by the tall spruce was the *longest*.

In comparing three letters, we might say:

The boy's first letter was *interesting*.

The next one was *more interesting*.

The third one was the *most interesting*.

In expressing a comparison between two things, we add the syllable *er* to words of one syllable such as *long*, *tall*, *strong*; to compare three or more things, we add the syllable *est*.

1. What word is used with *interesting* and other long words to compare two things? To compare three or more things?

Note. Certain words of two syllables, such as *pretty* and *heavy*, follow the same rule for comparison as that used for words of one syllable.

2. Give sentences to show how the following adjectives might be used in comparing objects:

higher	prettier	heavier
larger	prettiest	heaviest
better	more beautiful	more dangerous
best	most beautiful	most dangerous

3. Complete this description:

1. The sky overhead was blue, but near the horizon it was blue—.

2. The mountain that was snow-clad was the high— of all those in the range.

3. In the valley the colors of the flowers were bright, but near the glaciers they were bright—.

4. Of the two mountain-climbers the guide was the strong—.

III. Using Adjectives Correctly

1. In comparing two objects be careful to use the right form of an adjective. With adjectives like *tall* and *pretty*, use the form ending in *er*; with all other adjectives use the word *more*. Say:

Of my two brothers John is the *taller*.

Roses and lilies grew in the garden. The lilies were the *more* fragrant.

2. What directions should be followed in the use of *a* and *an*? (See note, page 62.)

3. Complete, using a word ending in *er* or *est*:

1. Of the two boys John is the ——— worker.

2. Of all the girls in the class Helen is the ——— writer.

3. Which is the old—, Mary or her brother?

4. Complete, using *more* or *most*.

1. Of my two dogs, the larger one is the ——— affectionate.

2. The farmer owns a horse and a mule. Of the two animals, the mule is the ——— stubborn.

3. Of all large animals the elephant is the ——— intelligent.

5. Complete, using *a* or *an*.

1. Near the house stood ——— elm tree.

2. On one plate there was ——— apple; on another, ——— orange.

3. The boys saw ——— eagle near ——— rock.

7. The Adverb¹

I. Recognition

The following facts about an adverb should be kept in mind:

An adverb may modify a verb, an adjective, or another adverb.

An adverb modifying a verb: The man laughed *heartily*.

An adverb modifying an adjective: The picture was *very* beautiful.

An adverb modifying an adverb: The car turned the corner *too* rapidly.

An adverb usually answers the question: *When? Where? How? or How much?*

1. Find in these sentences the adverbs that answer the questions preceding the sentences; then tell what word is modified by each adverb:

1. *When?* Fred left early. Tom stayed late.
Yesterday the boys were absent.

¹ Continued from page 82.

2. *Where?* The boys ran away. The girls went home. The birds flew south.

3. *How?* The woman waited patiently. The men worked steadily. The children did their work well.

4. *How much? How far? What degree?* The boy ran very far. The clock was too slow. The man was exceedingly generous. The night was not very dark.

2. Make a list of the thirteen adverbs contained in the following sentences and write after each the word that it modifies:

1. The quicksand held me securely.
2. The men were not a moment too soon.
3. I was sinking surely and steadily.
4. The swallowing quicksand had already absorbed me to the hips.
5. A cord was hastily fastened around me.
6. I felt myself moving gradually upward.
7. The men searched for my gun, which fortunately was only partially embedded in the mud.

II. Comparison of Adverbs^{*}

1. Which of the following adverbs should be used in comparing two things? Which should be used in comparing three things?

fast	rapidly	gracefully
faster	more rapidly *	more gracefully
fastest	most rapidly	most gracefully

2. Complete:

1. The railway train traveled *fast*, but the airplane traveled _____.

2. The boys did their work *quickly*, but the men did theirs _____.

3. The first of the task was performed *easily*, but the last of it was done _____.

^{*} Continued from page 82.

4. The frightened boys ran *hurriedly* from the woods, but the girls ran ———.
5. The car went *slowly* down the street, but it turned the corner ———.
6. The young cub walked *awkwardly*, but the mother bear walked ———.

III. Using Adverbs Correctly

1. In using words like *fast* in comparing two things, select the form that ends in *er*; with other adverbs use the word *more*. Say:

The man has an old horse and a colt. The colt can run the *faster*.

John and his older brother work after school. The older brother works *more steadily*.

2. Avoid using in one statement two words that mean *not*. Say:

I have no pencil (not, I haven't no pencil).

I haven't any (not, I haven't none).

There was hardly a book left (not, There wasn't hardly a book left).

3. Place the adverb *only* near the word it modifies. Say:

I have only one pencil (not, I only have one pencil).

4. Do not use the adjective *good* for the adverb *well*. Say:

John is a good ball-player. He plays well.

8. Phrases. Adjective and Adverbial¹

I. Use

Notice the words printed in italics in the following sentences. The first is equivalent to the adjective *golden* and the second to the adverb *courteously*.

¹ Continued from page 84

Since each group performs the function of some part of speech and is without a subject and a predicate it is called a phrase. The phrase *of gold* modifies a noun and is therefore an adjective phrase; *with courtesy* modifies a verb and is an adverbial phrase.

Adjective phrase: A crown *of gold* was placed on the queen's head.

Adverbial phrase: The knights spoke *with courtesy*.

A phrase is a group of related words, without a subject and a predicate, that does the work of a single part of speech.

An adjective phrase is a phrase used as an adjective.

An adverbial phrase is a phrase used as an adverb.

1. Tell why each of the following phrases printed in italics is called an adjective phrase:

1. The buildings *near the river* are the Houses of Parliament.

2. The clock *in the tower* is called Big Ben.

3. Behind the Houses of Parliament are the towers *of Westminster Abbey*.

4. The dome *of St. Paul's Cathedral* can be seen in the distance.

2. Make each of these sentences more definite by the use of an adjective phrase, naming in each case the noun modified:

1. Dutch girls wear caps ———.

2. Carvings ——— are made by the Swiss.

3. The women ——— wear mantillas.

4. Temples ——— were built by the Greeks.

3. Show that the phrases in italics are adverbial phrases by naming the verb modified by each:

1. The travelers started *in the morning* and traveled *toward the mountains*.

2. They carried knapsacks *on their backs*.
3. Their shoes were spiked *for mountain climbing*.
4. They had *with them* ropes and long Alpine sticks.

4. Make the thought in each of these sentences more definite by the addition of an adverbial phrase, naming in each case the verb modified:

5. Tickets were bought ———.
6. The trunks were carried ———.
7. The men walked ———.
8. The train left ———.
9. The journey was made ———.
10. The men visited the castle ———.
11. They crossed a drawbridge ———.
12. They saw a dungeon ———.

For the sake of emphasis an adverbial phrase is often placed at the beginning of a sentence instead of near the word it modifies. For example, The Dutch children play *near the canals* might be given as *Near the canals* the Dutch children play.

5. Arrange the words in each sentence so that the adverbial phrase comes at the beginning of the sentence:

1. It was spring in England.
2. Sheep were feeding on the mountain side.
3. Larks were singing in the fields.
4. Nightingales could be heard in the woods.
5. Flowers were in blossom on the hedges everywhere.

II. Practice in Finding the Relations of Words

1. Arrange the parts of each of the following sentences in their natural order, if they are not already so arranged; name the main, or basic, idea in each sentence; and then tell how each phrase is used:

1. The banks of the Nile are inundated in the spring.

2. A deposit of rich soil is left by the flood.
3. Near the river stand the pyramids of Cheops.
4. The sand drifts in from the desert.
5. The pyramids lie half buried in the sand.
6. Across the desert caravans travel.
7. Loads of ivory are carried by camels.
8. For miles the way lies through waste land.
9. In the daytime the hot sun beats upon the travelers.
10. The hot days are followed by cold nights.

2. After copying the sentences with their parts in their natural order, draw a line between the subject and the predicate of each.

9. Summary. The Parts of Speech¹

A noun is the name of a person, place, or thing.

A pronoun is a word used in place of a noun.

A verb is a word used to assert action or being.

An adjective is a word used to modify the meaning of a noun or a pronoun.

An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.

A conjunction is a word used to connect words or groups of words.

A preposition is a word used to show relation.

An interjection is a word used as an exclamation.

1. Among the words printed in italics in this puzzle, there are five examples of each part of speech. Review the definitions given above, if necessary, and then make a classified list of the words. Begin by making a list of the five nouns.

Puzzle

1. *Oh*, what a *noise* there *is in* the *room*!
2. There are *more* children *there than* you can count.

¹ Continued from page 101.

3. The *uproar* grows worse, *but dear! dear!* no *one* seems to mind.

4. *Presently* there is a loud knock at the door.

5. "*Hooray!*" shout the children, and in comes their grandfather heavily laden with Christmas presents for all.

6. *How* each child squeals with delight or laughs with joy as he unwraps his presents!

7. *Then* comes the terrible announcement, "*Alas!* The baby has a doll's frying pan in his mouth! What will happen if he tries to swallow it!"

8. *Ah*, what a relief to know that *this* is a false alarm!

Nouns are sometimes used as adverbs answering such questions as *Which direction? When? How far? How much?*

2. Which of the nouns printed here in italics are used as nouns and which as adverbs?

1. The child walked a *mile*. The *mile* seemed long.

2. Clouds were gathering in the *east*. The travelers went *east*.

3. The book cost a *dollar*. A *dollar* was paid for the book.

4. The package weighed a *pound*. We bought a *pound* of candy.

5. The *morning* was pleasant. The boys rose early every *morning*.

3. What should be kept in mind in distinguishing an adverb from an adjective? Which of the following words printed in italics are adverbs? Which are predicate adjectives?

1. The boy spoke *low*. His voice was *low*.

2. The clock was *fast*. The wheels turned *fast*.

3. The way seemed *long*. They waited *long*.

4. The road was *hard*. Every one tried *hard* to do his work well.

5. The task was done *well*. The children are very *well*.

4. If you are troubled in recognizing any part of speech, you are to turn to the page in which the part is taught and review the work. Use the index to help you find the page.

10. Completing the Meaning of a Verb¹

I. Summary

The meaning of a verb may be completed by an object noun or pronoun, by a predicate noun or pronoun, by a predicate adjective, or by a group of words used in place of any one of the words just mentioned.

Object noun or pronoun: The dog caught a *rabbit*. The boy's fall injured *him*.

Predicate noun or pronoun: The girl was the *president* of her club. It was *she* who started the club.

Predicate adjective: The sky is *clear*.

Note. The study of groups of words used to complete a verb is taken up in Part Two. See pages 403-404.

An object noun or pronoun is a word used to complete the verb and to name that which receives the action of the verb.

A predicate noun or pronoun completes the meaning of the verb and refers to the same person or thing as that referred to by the subject.

A predicate adjective completes the meaning of a verb and modifies its subject.

II. Practice in Recognizing the Relations of Words

1. Find in each sentence the main, or basic, idea; then tell what kind of word, if any, completes the verb:

1. An eagle built its nest on a cliff.

¹ Continued from page 116.

2. In the swamp lived a flock of wild geese.
3. The river was a raging torrent.
4. The old man and his wife carried a heavy basket up the hill.
5. The boy's dog was courageous.
6. The soldier rode a fiery horse.
7. A pretty goose girl tended a flock of geese.
8. The farmer sowed his fields with corn.
9. In the garden grew a tall rose bush.
10. Thrice crowed the cock.
11. From the distance came the sound of tinkling cowbells.
12. The metal from the mine was fool's gold.
13. The fruit on the tree was a kind of cherry.
14. The man became governor of the state.
15. The river overflowed its banks and flooded the plain.
16. Bluebirds and kingbirds were eating the seeds and insects in the field.
17. The girls and boys in the school planted a garden and sold the vegetables.
18. The light in the sky became bright.
19. The flowers in the garden are very fragrant.
20. The high mountains were rugged and bare.

The relations of the words in the following sentence are indicated in the table given below.

The fire in the grate burned the wood slowly.

Word subject and modifiers	Verb and modifier	Complement and modifier
fire the in the grate	burned slowly	wood the

2. Make a similar table to show the relations of the words in the first five sentences in Exercise 1.

Note. Any one who has trouble in tabulating the words in the first sentence (see Exercise 1) should tabulate the words in sentences numbered 6, 7, 8. Those having trouble with the second sentence should use the sentences numbered 9, 10, 11; those having trouble with the third should use the sentences numbered 12, 13, 14; those having trouble with the fourth, should use those numbered 15, 16, 17, and those having trouble with the fifth, should use those numbered 18, 19, 20.

III. Optional Exercise. Transitive and Intransitive Verbs

In the sentence, *Mary tore her dress*, the verb *tore* names an action which takes effect on an object, *Mary's dress*. The verb *tore* is a **transitive verb**.

A transitive verb is a verb that names an action which takes effect on an object.

All other verbs are **intransitive**.

In the sentence, *The boy caught a fish*, the verb *caught* is transitive. The word *boy* names the doer of the action; the word *fish* names the object receiving the action.

1. Name for each of the following transitive verbs first the *doer* of the action expressed and then the object receiving the action:

1. The carpenter mended the fence.
2. The women with baskets were gathering berries.
3. The pony drank water from a brook.
4. The artist painted a picture of the river.
5. Men burned piles of brush at the roadside.
6. On his back the traveler carried a heavy knapsack.
7. The engine pulled a heavy freight train up a steep grade.
8. The flood carried the bridge down the stream.

In the sentence, *The boys ran down the street*, the verb *ran* is intransitive. There is nothing to receive the action of the verb. The boys did not *run* anything.

All verbs such as *is*, *are*, *became*, *feels*, *looks*, which make an assertion without expressing an action, are, from their very nature, intransitive. Since no action is expressed, no action can be received by an object.

2. Turn to Exercise 1, pages 176 and 177, and classify each verb as transitive or intransitive.

II. Troublesome Verbs ¹

I

The following list contains the principal parts of many troublesome verbs and also sentences illustrating the use of the second and the third of the parts given.

Read the illustrative sentences for the verbs with which you have difficulty, give others like them, and then learn the principal parts.

1. **Begin, began, have begun.** Last week I *began* taking music lessons. My sister *has begun* taking lessons, too.

2. **Blow, blew, have blown.** The wind *blew* the boy's hat away. The wind *had blown* the boy's hat away.

3. **Break, broke, have broken.** • I *broke* my pencil. I *have broken* my pencil.

4. **Catch, caught, have caught.** The man *caught* perch in the pond. He *had caught* trout in the brook.

5. **Choose, chose, have chosen.** The girls *chose* a leader. A leader *had been* chosen.

6. **Come, came, have come.** The man *came* by airplane. The men *have come*.

7. **Do, did, have done.** The boy *did* his work. The boy *has done* his work.

8. **Draw, drew, have drawn.** The child *drew* a picture. She *has drawn* other pictures.

9. **Drink, drank, have drunk.** This morning I *drank* milk. I *have never drunk* coffee.

10. **Drown, drowned, drowned.** The kitten *drowned*. It *was drowned* in a pool of water.

11. **Eat, ate, have eaten.** For breakfast my brother *ate* oatmeal. He *has eaten* it every day this week.

* ¹ Continued from page 119.

12. Freeze, froze, have frozen. The pond *froze*.
The river *was frozen* too.

13. Go, went, have gone. The ship *went* north. The ship *has gone* north.

14. Grow, grew, have grown. The plant *grew* slowly. It *has grown* only an inch.

15. Lay, laid, have laid. The boy *laid* the book on the table. He *has laid* the others on the shelf.

16. Lie, lay, have lain. The child *lay* in his cradle. The child *had lain* in his cradle.

17. Run, ran, has run. The pony *ran* away. The pony *has run* away.

18. Ring, rang, have rung. Tom *rang* the bell. It *had been rung* before.

19. Rise, rose, have risen. The campers *rose* early. The sun *had not yet risen*.

20. See, saw, have seen. The men *saw* a wildcat. The men *had seen* a wildcat.

21. Sing, sang, have sung. The children *sang* their favorite hymn. They *had sung* it often.

22. Sink, sank, have sunk. The ship *sank*. The wreck *has sunk*.

23. Sit, sat, have sat. Grandmother *sat* by the fire. She *had sat* near the window.

24. Speak, spoke, have spoken. The boy *spoke* well. The piece *was spoken* well.

25. Swim, swam, have swum. The boy *swam* across the river. He *has swum* farther.

26. Take, took, have taken. The child *took* the toy away from his brother. It *was taken* from him.

27. Throw, threw, have thrown. The pitcher *threw* the ball. He *has thrown* better ones.

28. Write, wrote, have written. Yesterday I *wrote* a letter. It *was written* in ink.

II

Care should be taken also to use verbs in such a way that each is given its correct meaning.

1. **Borrow and lend.** We *borrow* from a person and *lend* to him. Say: May I borrow your book? or Will you lend your book to me?

2. **Bring and take.** *Bring* is used when the motion is toward the place in mind. *Take* is used when the motion is away. Say (if you are at school): I shall *take* my book home to-night and *bring* it to school in the morning.

3. **Leave and let.** *Leave* means to let alone. *Let* means to allow. Say: I will *leave* my book on your desk if you will *let* me.

4. **May and can.** *May* is used in requests when permission is desired; *can* is used to suggest the ability to perform an act. Say: *May* I go? John *may* go. *Can* John swim? John *can* swim.

5. **Ought and should.** *Ought* is used to imply a positive obligation; *should* is used to imply a moral obligation. Say: You *should* never be late. You *ought* never to tell a lie.

6. **Ought not.** It is correct to say, I *ought not* to be rude. Do not say, I hadn't ought to be rude.

7. **Teach and learn.** We *teach* persons, but *learn* lessons. Say: I have *learned* to swim. My father *taught* me.

*12. Optional Exercises. The Case of Pronouns¹

Certain pronouns show by their form the relation that they bear to other words in a sentence. These relations, or uses, are sometimes spoken of as different cases and the forms used as case forms. A pronoun used as the subject of a sentence names that of which something is said and is therefore in the **nominative**, or "naming," case. A pronoun used as the object of a verb or preposition is in the **accusative**, or objective, case.

1. Notice the following case forms:

Singular		Plural	
Nominative case:	I	Nominative case:	we
Accusative case:	me	Accusative case:	us

¹ Continued from page 135.

2. Which of the following forms should be used when a pronoun is in the nominative case? Which when it is in the accusative case?

he	she	they	who
him	her	them	whom

3. Examine each of the following pronouns printed in italics and tell whether it is in the nominative case because it is used (1) as the subject of a verb, expressed or understood, or (2) as a predicate pronoun.

1. *I* sit near John and Mary. 2. *He* draws better than *I*.
 3. *She* writes well. 4. *They* both study hard. 5. My sister and *I* play together. 6. Sometimes *we* run races. 7. *She* is quicker than *I*. 8. *Who* wins the race? 9. Robert thought that it was *he* who was to blame. 10. Mary and *I* sent a box of candy. 11. It was *I* who mailed it.

4. Which of the pronouns in the sentences below are in the accusative case because they are used as objects of verbs? Which are objects of prepositions?

1. The boys carried a gun with *them*. 2. As the men passed a tall tree lightning struck *them*. 3. The child's sister comforted *him* when he was hurt. 4. When it was time to wake up, the boy's brother shook *him*. 5. The girl's mother made a birthday cake for *her*. 6. The boys in our team were stronger than the ones playing against *them*. 7. To *whom* did Tom speak? 8. The child's father went to school with *her*.

5. Complete, using *I* or *me*:

- My brother and ——— went for a visit.
 He is younger than ———.
 My father met my brother and ——— at the station.
 It was ——— who bought the tickets.

6. Complete, using *we* or *us*:

- girls were at school.
 Some flowers were given to ——— girls.
 It was ——— who carried them.
 The other girls were smaller than ———.
 A crowd surrounded ———.

7. Complete, using *he* or *him*:

Fred's uncle took —— and his brother to the fair.
It was —— who wished to go.
The invitation was given to —— and his brother.
His brother and —— saw the prize cattle.

8. Complete, using *she* or *her*:

Mary's sister is younger than ——.
We saw Mary and —— on the street.
It was —— who spoke to us first.
Her sister and —— went home with us.
Mary's sister ran away from ——.

9. Complete, using *they* or *them*:

The other team and —— had started.
The boat was shared by —— and us.
It was not —— who won.

10. Notice that the pronouns printed here in italics show ownership.

This book is *mine*; that one is *yours*.

Pronouns like *mine* and *yours*, used to show ownership or a similar relationship such as possession or authorship, are said to be in the possessive, or **genitive case**.

11. Which pronouns in the following sentences are in the genitive case?

1. John's favorite game is tennis. What is yours? 2. Helen had her ticket to the entertainment and Fred had his.
3. The boys used their playground for a football field. We used ours for basketball. 4. I had my own book, but Ruth thought that I had hers. 5. This paper is yours; mine is at home.

***13. Optional. A Study of Longer Sentences¹**

I. The Clause

1. Sentences vary in length to fit the ideas they express. Some state a single fact; others two or more facts. The sen-

¹ Continued from page 154.

tence, *Some birds are thieves*, for example, expresses a single fact. How many facts are stated in the following sentence?

The crow steals by day, but the owl steals at night.

2. Notice that each part of the sentence above has a subject and a predicate. *The crow* is the subject of the first part and *steals by day* is the predicate. *The owl* is the subject of the second part and *steals at night* is the predicate. Each part forms a **clause**.

A clause is a part of a sentence that contains a subject and a predicate.

3. Find the clauses in the following sentences. What test can you make when you are in doubt as to whether a group of words is a clause or not?

1. The dog started on a journey, and a donkey, a cat, and a cock joined him.

2. The musicians could not reach the city by nightfall, so they went into the woods to sleep.

3. They all went to the spot where the cock had seen a light.

4. A gang of robbers lived in the house in which the light was burning.

5. The dog got upon the donkey's back, the cat scrambled up to the dog's shoulder, and the cock flew up and sat upon the cat's head.

6. When all was ready, they began their music.

7. The donkey brayed, the dog barked, the cat mewed, and the cock crowed.

The different clauses in a sentence are not always equally important. In the sentence, *A bridge crossed the stream where the river was narrow*, the first clause contains the main idea of the sentence and is for this reason called the **main**, or **principal**, **clause**. The other clause modifies the verb *crossed* and, since it is of less importance than the main clause, it is called a **subordinate clause**. *Subordinate* means of less importance than something else.

Principal clause: A bridge crossed the stream

Subordinate clause: where the river was narrow.

Note. A principal clause is a clause that makes sense by itself. A subordinate clause is a clause that does not express a complete thought; it is a clause that is usually introduced by a connecting word which shows the relation of the clause to other words in the sentence.

4. Examine each clause below and tell (1) whether it makes complete sense and could therefore be used as the principal clause in a sentence, or (2) whether it shows by the word introducing it that it was intended as a subordinate clause:

- | | |
|---|-----------------------------------|
| 1. Where the ship lay at anchor | 6. The sky was dark |
| 2. The lights were reflected in the water | 7. A heavy fog hid the lights |
| 3. The painting was a harbor view | 8. The ships looked like phantoms |
| 4. Because the tide was out | 9. Which was near a lighthouse |
| 5. After the sun had set | 10. As if it were night |

A subordinate clause is sometimes placed after the principal clause, sometimes before, and sometimes it is inserted within the principal clause.

Subordinate clause following the principal clause: Corn grew in the fields *where the soil was fertile*.

Subordinate clause preceding the principal clause: *As the sun sank below the horizon*, the men fired a salute.

Subordinate clause inserted within the principal clause: The trees *which grew at the side of the road* made the path shady.

5. Point out first the principal clause and then the subordinate clause in each sentence:

1. When night fell the broad flames from Vesuvius made a lurid light.
2. From the volcano came cinders which were burning hot.
3. In the harbor there were ships that were in danger.
4. The cinders, which grew thicker and thicker, fell on the ships.
5. We felt a trembling of the earth, which did not at first alarm us.
6. The buildings that were around us began to totter.

7. When the earth trembled, the sea seemed to roll back upon itself.

8. After the flame burst, we were left in darkness.

9. The earthquake continued, while the frightened people ran up and down the streets.

In the sentence, *The Indian ran to the forest where he saw a deer*, the words *to the forest* form a phrase; the words *where he saw a deer* form a clause. The clause can be told from a phrase by the fact that it contains a subject and a predicate and a phrase does not.

6. Examine each of the following expressions and tell whether it is a phrase or a clause:

where the stone fell
near the hilltop
in the morning
although the wind blew
before the sun rose

by the brookside
among the low bushes
where the water was deep
because the boy was hungry
with spreading wings

7. Which of the groups of words in italics form phrases and which form subordinate clauses?

1. *Along the southern coast* the wild geese gather *in large numbers*. 2. *When the day is calm* they ride out *into the ocean*. 3. *At night* they come in *for shelter*. 4. *If a storm blows up*, they remain on the ponds. 5. The birds breed *in the low wet marshes of the half-frozen north*. 6. *When March returns* the geese prepare *for their flight north*. 7. *Along their journey of a thousand miles*, they are shot *for sport and food*. 8. *Wherever they descend*, they are *in danger of a gun*. 9. *If the hunter played fair with the geese*, he would hunt them only *when they are in the south*.

II. Three Kinds of Sentences

A

Although some of the subjects and the predicates found below are compound, each sentence consists of a single assertion, or statement. Such sentences are called **simple sentences**.

1. The men lived *in rude huts*.

2. Palms and tall ferns grew on the island.

3. The natives gathered fruit from the trees and fished in the streams.
4. The women and children wove mats out of rushes and made dishes out of clay.

A simple sentence is a sentence that contains but one subject and one predicate, either or both of which may be compound.

1. Prove that the following are simple sentences:

1. The children ran to the playground.
2. They ran races and played games.
3. The little boys and girls played under the trees.
4. The boys on the baseball team and their captain arranged for a game with another team.
5. The older girls played dodge ball or rested in the shade.

2. Notice the clauses in the following sentences. How many principal clauses are there in each? How many subordinate clauses are there in the first? How many are there in the second? These sentences are both called **complex** sentences.

The man cabled home when he reached the end of his voyage.

When it was crossing the ocean, the ship encountered icebergs which delayed its progress.

A complex sentence is a sentence that contains one principal clause and one or more subordinate clauses.

3. Prove that each of the following sentences is a complex sentence by naming first the principal clause and then the one or more subordinate clauses:

1. People built homes in the valley when the land was fertile.
2. The valley was enclosed by mountains, which were high.
3. After the sun had set, it cast a glow on the mountain tops.
4. The winds which swept down from the ice-fields were cold.
5. When spring returned, and after the valley was green, the cattle were taken to the pastures.

4. Which of the following sentences are simple sentences? Which are complex?

1. The sky was studded with stars.
2. The woods were quiet except for the sound of a brook which ran through the valley.
3. I pulled my cap over my eyes and fell asleep.
4. When I awoke the stars had disappeared.
5. The blue darkness lay along the glade where I had slept.
6. A wind, which was blowing gently, passed down the glade from time to time.
7. The trees near at hand tossed their branches in the wind.
8. The distant pines, which were outlined against the sky, rocked lightly to and fro.
9. As the sun rose the light spread along the hillside.
10. The coming dawn filled me with delight.

5. Classify as simple or complex the sentences in Exercise 7, page 186.

B

1. Find the number of principal, or independent, clauses in the following sentences:

The wind was quiet and the sun was warm.

Rain fell, the water in the river rose, and the surrounding country was flooded.

When spring came the men drove their cattle to the pastures on the mountain side; but when the cold weather returned, they drove them into the valley.

The sentences above are called **compound** sentences.

A compound sentence is a sentence containing two or more principal, or independent, clauses.

2. Prove that the following sentences are compound sentences by showing that each contains two or more principal clauses:

1. Log cabins were built by the early settlers in Ohio, and the land was cleared.

2. The pioneer's trousers were of buckskin, his hunting shirt was of homespun, and his cap was of fur.

3. The whole family went barefoot in summer, but in winter every one wore moccasins which were made of leather.

4. The Indians had no cannon, and the logs of the stockade were proof against their rifles.

5. The blockhouse within the stockade was defended by men who fired rifles through the loopholes; but sometimes the Indians set the roof ablaze with arrows which were wrapped in burning tow.

6. The war with the Indians came to an end, and the settlers then had only the wild beasts to contend with.

7. The buffalo disappeared from the plains, the deer went next, and the bear and the useless wolf followed.

8. The crows destroyed the settlers' corn, and the rabbits and squirrels overran the fields and devoured everything.

Note. The different statements in a compound sentence are sometimes spoken of as the members of the sentence: These members are often connected by such words as *and*, *but*, *or*, *nevertheless*, *however*, *notwithstanding*, and *therefore*.

3. The members of the first sentence in the exercise above, if taken separately, form simple sentences. Which of the sentences are composed of members that might be used as complex sentences?

C

1. Prove that these sentences are correctly labeled:

- Simple: The masons laid the foundation of the building.
 Complex: When the masons had finished the foundation, carpenters put up the frame.
 Compound: Bricklayers built the chimney, and electricians wired the house. The plumbers did their work; then, after the other workmen had finished, the painters began their job.

Note. In distinguishing a compound sentence from a complex sentence, a person should keep in mind that a compound sentence contains *two or more principal clauses*, while a complex sentence contains only *one principal clause* although it may have several subordinate clauses.

2. Classify the following sentences as simple, complex, or compound:

1. The meadows were green, but snow lay white in the forest.
2. The dog captured a woodchuck.
3. A fox is quiet while he steals sheep.
4. The storm burst upon the men without a warning.
5. The men were drenched by the rain which fell in torrents.
6. The woman who was picking berries met a bear.
7. The great horned owl made his home in the forest, but the screech owl lived near a barn.
8. One day a woman went through a meadow and her little child fell into a puddle of water.
9. The fairies climbed up by the window into the room, but the good housewife and her husband slept on undisturbed.
10. When the Indian laid his head to the ground, he heard the tramping of horses.
11. A storm arose, the wind blew furiously and the ship became disabled.
12. Darkness came suddenly.
13. The deer hid among the bushes which were thick.
14. The boys were frightened, but they stood their ground.

Composition Score — Grade Seven

In measuring a composition, try to answer the following questions; then compare it with the compositions on pages 192-194.

Questions

Subject. Is the subject interesting? Is it limited to what can be covered in the time allowed? Is it one upon which the writer is sufficiently well-informed?

Organization and development of thought. Does the composition form a connected story, or is it merely a list of facts? Has it a distinct introduction, development, and conclusion? Is enough said to make the

point clear? Do all parts of the composition belong to the same story? Does the main point receive the most emphasis, or is too much made of the introduction or of some minor point?

Creation of interest. Is as much as possible made of the opportunity offered by the subject? Is the beginning (including the title) attractive? Does the story grow increasingly interesting as it proceeds? Does it contain interesting detail? Is the conclusion satisfactory? Is all that is said in good taste?

Use of the sentence. Is the composition written in separate, complete sentences? Are the sentences free from grammatical error? Is every reference clear? Do the sentences show enough variety in form to sound natural? Is the thought in one sentence brought into close relation with the thought in the sentences that precede and follow it?

Use of words. Are all the words correctly and effectively used? Has the writer a good vocabulary? Does he choose his words carefully? Does he avoid awkward repetitions, cheap slang, and all affected expressions?

Compositions

The compositions in the following list should be marked *poor* unless they have redeeming qualities that make up for their shortcomings: (1) all long "drawn-out" stories that are without point; (2) all stories that are too brief to be clear; (3) all stories that are overdramatic, or are in poor taste; (4) all stories that contain over-long introductions, a complete change in the topic discussed, or mixed-up ideas; (5) all stories that are written in "run-on" sentences; (6) all stories that contain a number of grammatical errors, or are filled with mistakes in spelling, capitalization, and punctuation.

The following compositions are *fair*:

A TRIP TO LAKE GEORGE

Last summer two of my brothers went away to camp and toward the end of the summer we decided we'd go by automobile and call for them.

We started Sunday afternoon and traveled over the Mohawk Trail all the afternoon. We reached North Adams at about 6 o'clock, where we stayed overnight. In the morning we started out early. We reached Lake George, New York, at noon.

We got the boat in time and were on it about an hour and a half.

Gerald

Gerald's story is a straightforward account of a trip, but it fails to be interesting. It is a mere list of facts.

A BIG FISH

One day up in the country Rod Schaff and I went away for the day, fishing at Tully Brook about fifteen miles from our house. We reached there at nine and fished till about noon. Then we had our lunch. We fished again till half past four. Rod said that we had better go home. I said I wanted to stay. At any rate we stayed.

At last, about five, I decided to go. I was rolling in my reel when all of a sudden I felt an enormous jerk. I called to Rod to help me pull, thinking my line had caught on a root or a stone. When we were pulling with all our might, out of the water came a two-foot pickerel.

So the day was a success; not a failure.

Kennedy

Kennedy's story is better than Gerald's in that he recounts an interesting adventure. The story is, however, out of proportion. The introduction is longer than the story itself.

This composition is *good*:

THE BOAT RACE

I lived near a small river and my father, brothers, sisters, and myself decided to have a boat race. We hired three row boats. Two people were to be in each one. George and I were in one, Father and Kittie in another, and Bill and Dan in the other.

It was a clear day; and the water was calm. Soon the three boats started off. Father and Kittie took the lead at once. They both pulled with quick strokes and were soon a boat's length ahead of us. George and I pulled hard and got up with them. Dan and Bill were way behind.

When we were about twenty yards from the goal Dan and Bill, who had been saving their strength, suddenly shot past the goal. The rest of us came in a tie.

Isabel

In *The Boat Race*, Isabel included all the facts that are necessary to make the story clear, but she fails to interpret the experience so as to make others feel the excitement of the race.

This composition is *excellent*:

HAIRPIN CURVE

I was staying at my Uncle Bert's house in Illinois for the summer. There was a long hill by the house down which the state road runs for a stretch of a quarter of a mile.

One day I thought I would take a ride. I decided to coast down the hill on my bicycle and I oiled my coaster brake expecting that it would work. I waited till the road was clear and then I started. Soon I was going so fast that the trees were blurred. My hat flew

off at the very beginning. I reached the bottom about two minutes after I had left the top of the hill.

At the bottom was a curve called Hairpin Curve. I went around that curve like a flash. Then I saw the gates going down at the railroad crossing so I jambed down my brake, but the brake had locked and there was no way of stopping my bike. I looked down the track and coming at the rate of a mile a minute was the Limited. I knew I couldn't cross the track in time, but there was no way of stopping. I went under the gate at the rate of thirty miles an hour, and the cow-catcher of the engine took off one of the rubber flat-iron non-skid signs on my tire! The train was going so fast the suction stopped my bicycle.

I never coasted down the hill again!

Wendell

Wendell's account of his bicycle ride forms an interesting story all parts of which are closely connected. The introduction prepares one for what is coming; the story itself works up to a thrilling climax; and the conclusion brings the story to a satisfactory end. Notice that sentences show variety in form and seem to fit the character of the story; also, that many words, such as the following, are well-chosen: "the trees were *blurred*"; "I went around the corner *like a flash*"; "I *jambed* down my brake."

Seventh-Grade Program in Functional Grammar and Correct Usage

UNIT NO. 1

1. Common Errors in the Use of Words, pages 8, 9.

2. Use of Capitals, pages 15-17.

3. Punctuation, pages 18-20.

4. Further Study of Capitalization and Punctuation, pages 157-159.

5. Mastery of the Sentence.
Test No. 1, pages 20-22.

UNIT NO. 2

1. Using Words Correctly: Nouns, pages 32-33; Pronouns, pages 33-34; Verbs, pages 34-35.

2. Further Study of Nouns,

Pronouns, and Verbs, pages 159-161.

3. Using Words Correctly. Test A. First Form. Fourteen Common Errors, page 36.

4. Review of pages 8-9 and a Repetition of Test A by Pupils Who Fail to Make a Satisfactory Record on the Test.

UNIT No. 3

1. Sentence Study: The Two Parts of a Sentence, pages 42-44; The Verb and Its Subject, pages 44-47.

2. Further Study of the Parts of a Sentence, pages 162-164.

3. Summary. The Use of Singular and Plural Verbs, pages 164-165.

4. Using Words Correctly. Test B. First Form. The Verb and Its Subject, page 48.

5. Review of pages 44-47, and 164-165; Repetition of Test B by Pupils Who Fail to Make a Satisfactory Record on the Test.

UNIT No. 4

1. Using Descriptive Words: The Adjective pages, 60-63; Making Pictures with Adjectives, pages 63-65.

2. Further Study of the Adjective, pages 165-169.

UNIT No. 5

1. Using Descriptive Words: The Adverb, pages 78-79; Making Pictures with Adverbs, pages 79-80; Telling an Adverb from an Adjective, pages 80-82.

2. Further Study of the Adverb, pages 169-171.

3. Descriptive Phrases, pages 82-84.

4. Phrases. Adjective and Adverbial, pages 171-174.

5. Using Words Correctly. Half-Year Review.

Test A. Second Form, pages 84-85.

Test B. Second Form, page 85.

Test C, page 86.

6. Mastery of the Sentence. Test No. 2, pages 86-88.

UNIT No. 6

1. Sentence Study. Combining Ideas, pages 98-99.

2. Expressing Surprise, pages 99-100.

3. Review and Summary. The Parts of Speech, pages 100-101.

4. Further Study of the Parts of Speech, pages 174-176.

UNIT No. 7

1. Completing the Meaning of a Verb: The Object Noun, pages 113-114; The Predicate Noun, page 115; Telling a Predicate Noun from an Object Noun, pages 115-116.

2. Further Study of Complements, pages 176-179.

3. Using the Right Form of a Verb, pages 116-119.

4. Using Words Correctly. Test D. First Form. Troublesome Verbs, pages 120-121.

5. Further Study of Troublesome Verbs, pages 179-181. Repetition of Test D by Pupils Who Fail to Make a Satisfactory Record on the Test.

UNIT No. 8

1. The Use of Pronouns, pages 132-135.

2. Using Words Correctly. Test E. First Form. Pronouns, page 136.

3. Further Study of Pronouns, pages 181-183. Repetition of Test E by Pupils who Fail to Make a Satisfactory Record on the Test.

UNIT No. 9

1. Using Words Correctly. Half-Year Review.

Test D. Second Form, pages 150-151.

Test E. Second Form, page 151.

2. Review. The Sentence: Finding the Thought Relations, pages 151-153. Composing Longer Sentences, pages 153-154.

3. Further Study of the Sentence, pages 183-190.

4. Mastery of the Sentence. Test No. 3, pages 154-156.

A Vacation Reading List for the Seventh Grade

Stories of Adventure ¹

*Adventures of Tom Sawyer. Clemens

Huckleberry Finn. Clemens

*Treasure Island. Stevenson

*Kidnapped. Stevenson

*Merrylips. Dix

Young Trailers. Altsheler

*Black Arrow. Stevenson

*Men of Iron. Pyle

*Some Merry Adventures of Robin Hood. Pyle

*Adventures of Billy Topsail. Duncan

Jack among the Indians. Grinnell

*Otto of the Silver Hand. Pyle

Jack, the Young Ranchman. Grinnell

Trail of the Spanish Horse. Schultz

About Boys and Girls ¹

*Little Women. Alcott

*Hans Brinker. Dodge
Secret Garden. Burnett
Little Men. Alcott

*Story of a Bad Boy. Aldrich
Penrod. Tarkington
Little Lord Fauntleroy. Burnett

Anne of Green Gables. Montgomery

Mrs. Wiggs of the Cabbage Patch. Rice

Rebecca of Sunnybrook Farm. Wiggin

Old-Fashioned Girl. Alcott
Dandelion Cottage. Rankin
Understood Betsy. Fisher
Sarah Crewe. Burnett
Nelly's Silver Mine. Jackson
Crimson Sweater. Barbour

¹ Arranged in the order of their popularity as given in the *Winnetka Graded Book List*. The most popular book in each list is given first.

* Of literary merit.

Juan and Juanita. Baylor
 Colonial Twins in Virginia.
 Perkins
 Surprise House. Brown
 Mother Carey's Chickens.
 Wiggin
 When Sarah Went to School.
 Singmaster
 *Betty Leicester. Jewett
 Northern Diamonds. Pollock

*Tales from Shakespeare.
 Lamb, Charles and Mary
 *Lance of Kanana. French
 Story of Roland. Baldwin
 Land of the Long Night. Du
 Chaillu
 Men of Old Greece. Hall
 The Heart of a Boy. De
 Amicis
 The Iliad. Church
 The Odyssey. Church

Animal Stories and Other Nature Books ¹

Call of the Wild. London
 *Biography of a Grizzly. Seton
 Dog of Flanders. Ouida
 *Jungle Book. Kipling
 *Wild Animals I Have Known.
 Seton
 *Wonderful Adventures of Nils.
 Lagerlöf
 *Trail of the Sandhill Stag.
 Seton
 Dapples of the Circus. Hawkes
 *Uncle Remus. Harris
 Training of Wild Animals.
 Bostock
 Chico. Blanchard

Other Lands and Times

*Robinson Crusoe. Defoe
 *Master Skylark. Bennett
 *Story of King Arthur and His
 Knights. Pyle

Collections of Poetry

*The Ballad Book. Allingham
 *A Book of Famous Verse. Rep-
 plier
 *Golden Numbers. Wiggin and
 Smith
 *Nature in Verse. Lovejoy
 *Poems of American Patriotism.
 Matthews
 *Story-Telling Poems. Olcott

Plays

Dramatic Reader — Book V.
 Stevenson
 The Bluebird for Children.
 Maeterlinck
 Patriotic Plays and Pageants.
 Mackay
 Plays, Pantomimes, and Tab-
 leaux for Children. Smith
 Treasury of Plays for Children.
 Moses
 The Steadfast Princess. Meigs

¹ Arranged in the order of their popularity as given in the *Winnetka Graded Book List*. The most popular book in each list is given first.

* Of literary merit.



Where Good English is Needed

SUCCESS IN SPEAKING AND WRITING

PART TWO

Chapter I

USING GOOD ENGLISH

1. What is Good English?

[Conversation]

The following compositions were written by boys and girls who have discovered some of the secrets of effective speech:

SLEEPING OUT

One night in July, when the moon was shining among the trees and the night hawks were soaring above us, my brother and I decided to sleep out. We rolled ourselves in blankets, and, after a long fight with darkness, fell asleep.

Just as dawn was breaking, we awoke, and my brother startled me by saying, "Do you hear that noise in the distance?"

I was about to say *no*, but just then I heard the bay-ing of a hound. The sound was not like an ordinary bay, so I sat up and listened.

The sound came nearer and nearer until we heard the dog close at hand. In the darkness that surrounded us, we were half petrified with fear. Suddenly something passed us, and then the dog's bay grew faint to our ears and we realized that it was only a poor little rabbit that the dog was chasing, and that we ourselves were in no danger.

MY BABY BROTHER

The sweetest baby that ever lived was born in my house a year and two months ago. No one outside of our family may think so, but we in the family at least do.

I have many pretty pictures of him in my mind, but the picture that I like best is the one of him when he began to walk. I can see him now with a wild, fearful look in his eyes, his cheeks a bit pinker than usual, his red lips apart, and his hands outstretched. It seemed minutes before he lifted a foot; then, slowly but surely, he walked one, two, three steps.

WONDERLAND

Yesterday this city was just a commonplace, everyday land, with its smoke and mud and slush. But today how changed! A marvelous wonderland! We walk along the street and see trees coated with icy steel. A miniature hurricane sweeps through the trees and it seems as though the wind were wailing through some melancholy baron's hall and clashing together the armor on the wall. As I was walking to school I picked up a diamond necklace. No, I do not mean that it was a real diamond necklace, but as I held it up to the light, I could see that the frost sprites had been at work during the night and had made many little chambers to catch the iridescent colors of the sun. The wires were coated with ice and they looked like ropes of milky white pearls against the deep blue of the sky.

Which of the compositions makes you wonder, as you read it, what is going to happen? Which makes you feel a striking contrast? Which gives you a vivid picture?

What evidence can you find to show that the authors of the compositions each had a good vocabulary from

which to choose his words? That each knew how to express his ideas in interesting sentences?

Select the composition that you like the best; then in a summarizing sentence or two tell just why you like it. Or, if you prefer, you may give the class your answer to the question, *What is good English?*

2. Using Words Correctly

One of the first essentials of good English is correctness, a characteristic which all may acquire. The following test covers sixteen common errors. Can you make a perfect record on it?

Test F. First Form. Sixteen Common Errors

Copy and complete the following sentences, using words from the list below Number 5:

1. The men —— a caravan crossing the desert.
2. The travelers had —— south.
3. A hot wind —— from the heated plain.
4. The horse —— swiftly.
5. The men —— their work in the cool of the evening.

saw	went	come	ran	done
seen	gone	came	run	did

Use pronouns to complete these sentences:

6. Presents were given to my sister and ——.
7. My brother and —— went for a visit.
8. —— and —— visited a farm.
9. Richard's younger brother is as tall as ——.
10. Tom used Frank's bicycle, but it was not —— who broke it.

Complete, using words that make sense:

11. Are you ready to write? No, I —— no pencil.
12. Has Dorothy Ned's book? No, she —— it.

Complete, using words from the list below Number 16:

13. In asking permission, Jane should have said, "—— I go?"

14. The boy says that he —— like to play indoor games.

15. Will you carry the basket or —— I?

16. Shall you be at school to-morrow? Yes, ——.

may	don't	shall	sure
can	doesn't	will	surely

Of the errors covered by the test, those referred to in Numbers 15 and 16 are the two new ones to be included by the members of the eighth grade in their list for self-correction.¹

3. Learning to be Accurate

I. The Need for Accuracy

[Conversation]

Another essential of good English is accuracy. Show the need of it in the following situations and then name other situations requiring it:

In directing a stranger to a public building or to a given street

In describing a person so that some one who has never seen him would be able to pick him out of a crowd at a railway station

In writing a notice of an important meeting at which a large attendance is desired

In making a report to a class of an investigation in history, geography, or science

In settling a quarrel that has risen in a game that you have watched

II. Describing an Object Accurately

To test your accuracy in observation and in description, play the following games from day to day.

¹ The correct forms of the first fourteen of the errors covered by the test will be found on pages 8 and 9. For Number 15 see page 305; for Number 16, page 368.

Observing details in a picture. A large picture is held for a brief period before the class in full view of every one. The members of the class then write their observations. The object of the game is to find who not only saw the largest number of objects in the picture, but also observed the position of the objects and noticed the significance of the picture.

Observing an object from a school window. Different members of the class are chosen to observe from a school window some object, such as a group of trees, a building, or a flower bed, and to write a description of it. The person who selects the most striking characteristics and gives the most vivid picture wins the game.

Describing an object without naming it. Each member of the class gives a description similar to the following one and asks the class to name what he had in mind. The subject chosen may be connected with any familiar topic such as native birds, wild flowers, different breeds of dogs, historical events, large cities, or even with makes of automobiles.

—— is a large dog noted for its bravery in rescuing mountain travelers. It has a massive head, deep-set, rather mournful eyes, either a shaggy or a smooth coat, and a deep bass voice. The expression of its countenance is kindly so that, in spite of its size, this dog inspires confidence rather than fear.

III. Accuracy in the Use of Words

Do you overwork some words such as *good*, *fine*, *wonderful*, or do you try to be discriminating in your use of words and to select those that accurately express your ideas?

Copy and complete each sentence, using from the list given below it the word that expresses the idea most accurately:

1. The boy who had accidentally hurt the kitten felt _____.

solemn mournful unhappy sorry sad sober

2. The children were _____ to hear that their little friend was better.

merry glad joyous happy pleased

3. The _____ woman, who herself was poor, was always ready to give to any one in need.

good-natured unselfish kind sympathetic

4. Although the old man was rich, he was so _____ that he lived in a poor hut and ate only the cheapest food.

mean stingy selfish unkind miserly cruel

5. The frightened girl, pursued by a ferocious dog, _____ up the steps.

walked hurried ran fled hastened

6. The lazy boy, who had nothing to do, _____ down the village street.

strutted strolled sauntered walked

7. The sight of the bleak mountains, rising tier upon tier and covered with eternal snow, filled the minds of the travelers with _____.

fear wonder solemnity awe surprise

8. The children who went on a picnic had a _____ time.

jolly good fine wonderful
happy pleasant interesting

9. The boy who was taunted by the other boys felt _____.

provoked angry mad irritated annoyed

4. Care in Giving Directions

[Characteristics of clear directions]

1. After reading the following directions, could you stand before your class and give a demonstration of how

to open a new book? What are the characteristics of clear directions?

Opening a New Book

Before opening a new book, cut the leaves carefully, if they are not already cut. Use for this purpose a knife or a paper cutter and be careful not to tear the edges of the paper. After cutting the leaves, stand the book on its narrow back; then, in order to open the book without breaking the binding, turn back a few pages at a time first from the front and then from the back, pressing the binding gently each time. Continue this process until all the leaves have been turned and the book is flexible.

2. For which of the following can you give clear directions?

Cleaning a blackboard without filling the air with chalk dust

Taking a correct position for writing

Standing in a good position while speaking before an audience

Using one's voice in an agreeable way when speaking

Finding a given word in a dictionary quickly

Determining the pronunciation of a word from the marks used in a dictionary

Arranging a group of words in alphabetical order

Dividing a word at the end of a line

Addressing an envelope

Writing one's own address and the date in the heading of a letter

Writing a direct quotation

Paragraphing a paper

[Expressing ideas in clear sentences]

3. Find what is wrong with this set of directions:

Drawing Lines with Ink

Be careful not to blot them and use it with the beveled

edge down. Hold it steady with one hand after placing it so that it will be straight draw it with one stroke of the pen and wipe off the ink before drawing the second one.

4. In giving directions, why should a person be careful to express himself in clear sentences? Why should he avoid using words like *them* and *it* before he has mentioned that for which the words stand?

5. Select one of the topics named in Exercise 2, or a similar topic, and decide what to say in giving the directions called for; then, after choosing a classmate to demonstrate them, give the directions.

5. Care in Giving a Notice

[Conversation]

1. Read these notices; then tell which is the better one and give the reason for your choice:

A meeting of the School Athletic Association will be held to-morrow afternoon. Every one interested should come, for important plans will be discussed.

A meeting of the School Athletic Association will be held in the gymnasium to-morrow afternoon, Tuesday, September 12, at half past three. Every one interested should come, for important plans will be discussed.

HENRY RICHMOND, *President*

2. Hold an umbrella before your classmates and ask them to think of it as a lost article, and to tell what they should say about the umbrella when inquiring for it at a railroad office.

3. What facts should be given in sending a notice to other rooms in your building for each of the following?

Entertainment: to be given at school

Found: a pocketbook Lost: a knife

Found: a pencil box Lost: a library book

[Written composition]

4. Write three of the notices planned in Exercise 3.

[Review. Writing dates]

5. Find in the following sentence an illustration for each of the rules given below it:

A meeting is to be held in the Washington School at three o'clock on Friday, October 15.

The days of the week, the months of the year, and other proper names should begin with capitals.

The parts of a date should be separated by a comma.

6. Proof-read your notice to make sure (1) of your use of capitals and commas in writing dates, (2) of your spelling.

6. The Relations of Words in a Sentence

I. Review

1. Which part of the following sentence is the subject, or that of which something is asserted? Which is the predicate, or that which is asserted of the subject?

A magic lamp brought Aladdin a fortune.

2. Supply a subject for each predicate:

1. ——— grows in the South.
2. ——— drains the Mississippi Valley.
3. ——— divide the western plains from the Pacific slope.
4. ——— is the largest lake in the United States.
5. ——— flows into Puget Sound.

3. Supply a predicate for each subject:

1. The air-mail service ———
2. Beacon lights ———
3. Large steamships ———
4. The Revolutionary War ———
5. The city of Washington ———

4. In which of the following sentences are the parts arranged in their natural order, that is, so that the subject comes first? Rearrange the parts of the others; then give the subject and the predicate of each sentence.

1. Away from the city fled the frightened people.
2. High over their heads floated an airship.
3. Smoke hid the city from view.
4. Loud and long rang the bells.
5. The green meadow was flooded with sunshine.
6. From the air came a sound of sweet music.
7. Into the water plunged the boys.
8. Over them broke the great waves.
9. For a moment the boys were lost from sight.
10. Drenched to the skin, they made their way to the shore.

5. Name the basic, or main, idea in each of the following sentences and then for each sentence in Exercise 4.

Read, *The aviator on his long journey across the valley guided his plane by beacon lights.* Say, *The aviator guided his plane.* *Aviator* is the word subject, or substantive; *guided* is the verb, and *plane* is the object of the verb.

1. On their way through the woods the boys marked a trail with their hatchets.
2. A fallen log across the stream made a bridge for the trampers.
3. To and fro in the water fish glided.
4. Silently across the still water a boy paddled his canoe.
5. In the pasture some cattle were feeding.
6. High in the air circled an eagle in search of prey.
7. In the woods the boys found a deserted fawn.
8. From the distance came a sound of falling water.
9. Rumbling peals of thunder echoed through the mountains.
10. A strong wind from the east capsized the boat.
11. In the early spring the flood carried the bridge down the stream.

II. Words, Phrases, and Clauses as Modifiers

1. In the first sentence below the verb *returned* is modified by a single word, the adverb *late*; in the second sentence it is modified by the phrase *in the evening*; and in the third by a group of words containing a subject and a predicate, that is, by the clause *after the sun had set*.

Word: The men returned *late*.

Phrase: The men returned *in the evening*.

Clause: The men returned *after the sun had set*.

The phrase *in the evening* and the clause *after the sun had set* are both groups of words used as a single word. The difference between the two is that the clause contains a subject and a predicate and the phrase does not.

2. Which of the following groups of words could be used as a phrase? Which as a clause?

When the rain fell	Baking a cake
If the water freezes	Before the clock struck
In the morning	nine o'clock
Among the trees	Sweeping a floor
Where the stone hit the	In the kitchen
window	When the children walked
Under the porch	to school

3. Classify as a word, a phrase, or a clause each modifier printed in italics; then tell what it modifies:

1. The *old* man hobbled *down the street*.
2. The children crossed the river *where the water was shallow*.
3. The *faithful* dog guarded the sheep *while the shepherd slept*.
4. The merrymakers, *shouting with laughter*, drove *down the country road*.
5. *In the autumn* the farmer harvested *his grain before the heavy rains fell*.

6. The treasure *hidden by the pirates* was found by the sailors.

7. In the garret lived a poor artist, *who later became famous*.

8. After the old man had bidden little Nell good night, he *cautiously walked down the street*.

4. If the form of the modifier *marble* were changed in the sentence, *A marble palace stood near the river*, the sentence might read (1) *A palace of marble stood near the river*; (2) *A palace, which was built of marble, stood near the river*; or (3) *A palace, built of marble, stood near the river*.

Think of different ways of expressing the idea contained in the modifier, *built of logs*, in the following sentence:

The birthplace of Abraham Lincoln was a cabin built of logs.

5. Classify each modifier printed in italics as a word, a phrase, or a clause; then show how the same idea might be expressed by a modifier of another kind:

1. In the fog the ancient tower *of the church* became invisible.

2. At the corner of the court a fire, *which had been built by some laborers*, burned brightly.

3. Around the fire were gathered a party of *ragged boys*.

4. They were warming their hands, *which were cold*.

5. The shop windows, *filled with bright lights*, made *pale* faces ruddy as they passed.

6. The house, *old and dreary*, was situated on a deserted alley.

7. The old man, *who was a miser*, hurried to his gloomy rooms.

8. A sound *like thunder* resounded through the house.

9. A bell, *hanging in the room*, began to swing.

10. The *cellar* door flew open with a booming sound.
6. Select five sentences from the exercise above, and write the thought contained in each in several different ways. Star the sentences that you regard as your best.
7. For further study of the sentence see pages 353-356.

7. The Parts of Speech

I. Review

1. To have a complete understanding of the use of the words in a sentence, a person needs to know the eight parts of speech, all of which are contained in the following sentence:

Alas! he and his companion never returned from their long trip.

2. Find in the sentence in Exercise 1 an example of each part of speech and tell how it may be recognized.

3. The classification of a word depends upon its use. The word *well* for example may be used as a noun, an adverb, or an adjective:

Noun. The man dug a *well*.

Adverb. The children did their work *well*.

Adjective. The boy has been ill, but now he is *well*.

4. To what part of speech does each word printed in italics in the following sentences belong?

1. The bell will *ring* at nine o'clock. Mary has a new silver *ring*.

2. The boy fell *down* in running *down* the street. The eider duck is covered with soft *down*.

3. Foxes sometimes *hollow* out dens under tree stumps. The hunters rested in a *hollow* in the woods.

4. When *spring* returned, the river became a torrent. The boy shouted, "Climb to the end of the branch and then *spring* from it."

5. The boat traveled *fast*. The *fast* train left at four.

6. The *play* was an interesting one. Children often *play* games.

7. *Red* is one of the seven colors in the rainbow. We picked some *red* roses.

8. There was no *sign* of a storm. Did you *sign* your name to the letter?

9. The child had a *cold*. The day was *cold*.

5. Show that each of the following words may be used as more than one part of speech:

clean blind bark fly better climb

6. Prove that each of the following sentences contains all of the eight parts of speech except the interjection. The latter is contained in the last sentence only.

1. Flocks of birds, which were chattering noisily, had gathered in the tree tops, and were preparing for their long journeys south.

2. The cat carried her kittens to the barn and hid them safely in an old barrel.

3. The old man and his blind daughter, who lived together in an attic, were very skillful at making toys.

4. The roses and lilies which I planted in my old-fashioned garden grew luxuriantly.

5. The boys who were in the gallery clapped their hands enthusiastically and shouted, "Hurrah!"

7. Arrange the words in Exercise 6 in columns according to the part of speech to which each belongs. Head the columns with the words: *nouns*, *pronouns*, *verbs*, *adjectives*, *adverbs*, *prepositions*, *conjunctions*, and *interjections*.

II. Words Serving as Two Parts of Speech

[The participle]

1. In the preceding exercises, you learned that a word may be used as one part of speech at one time and as

another part of speech at another time. There are, however, certain words that serve two purposes at once. The word *beating* in the following sentence, for example, is both a verb and an adjective. It is a verb in that it expresses action and takes an object. It is an adjective in that it modifies the noun *boy*.

A boy, beating a drum, led the procession.

2. A verb used as an adjective partakes of the nature of two parts of speech and is called a **participle**.

3. A participle sometimes ends in *ing*, and sometimes in *d*, *ed*, *n*, *en*, or *t*. Examples: *running*, *laid*, *learned*, *drawn*, *written*, *kept*.

4. Prove that the word *laughing* in the following sentence is a participle:

The children, laughing merrily, ran to the playground.

5. Find the participles in the following sentences and show that each is both a verb and an adjective:

1. Down the street came men, carrying flags.
2. They were followed by soldiers, marching four abreast.
3. In the park there were children, playing games.
4. Near the stream there were boys catching fish.
5. The woman, baking cake, was preparing for a picnic.
6. The cub, captured by the men, was a young lion.
7. From the distance came the sound of children singing.
8. The boys, camping near the river, were scouts.
9. In the woods was a hut, built of logs.
10. A flag, fluttering in the wind, was fastened to the mast.
11. Far below could be seen the Hudson, moving on its course.
12. At the man's heels ran a troop of strange children, hooting at him and pointing at his long beard.

[The infinitive]

6. Compare the words printed in italics in the following sentences. Notice that the phrase *to swim*, although it denotes action, performs the same function as the noun *game*.

The boys learned a *game*.

The boys learned *to swim*.

7. The phrase *to swim* is a verb used as a noun. Such a phrase is called a *verbal noun* or an **infinitive**.

8. Point out the infinitives in the following sentences and show in what way each is both a verb and a noun:

1. We planned to return home early.
2. The boys decided to play ball.
3. To ride in an airplane is Robert's present ambition.
4. Ruth's present ambition is to drive a car.
5. We managed to begin the game at four o'clock.

[Words introducing a phrase]

9. Find the phrases in the following sentences. Which are introduced by participles and for that reason called participial phrases? Which are infinitive phrases? Which are prepositional phrases?

1. In the painting called *The Windmill*, the artist tried to picture a quiet scene.

2. Clouds, breaking in the west, form the background of the picture.

3. At the right of the picture, against the clouds, stands a tall windmill, swinging its sails.

4. The water in the foreground, reflecting the moving clouds, is filled with sunlight and shadows.

5. In the distant background, with its sails spread to catch the wind, is a sailboat.

10. For further study of the participle and the infinitive see *Phrases*, page 356.

Chapter II — MAKING A TALK INTERESTING

1. Holding the Attention of an Audience

To hold the attention of an audience, a talk should not only be planned so that it forms a connected story, but be expressed in an entertaining way. The title chosen should be brief and attractive; the opening sentence should awaken the curiosity of the listener or in some other way prepare him for what is coming; the matter that follows should contain enough detail to make the point clear; and the end should bring the talk to a satisfactory conclusion.

1. Tell which of the following titles would interest your classmates, and then name other good titles:

A Thrilling Moment	Never Again
A Profitable Afternoon	A True Fish Story
Installing a Radio	My Experience Gardening
My Collection of Stamps	My First Sight of a Mountain (the Ocean, a Lake, a River, or a Waterfall)
At a County Fair	
A Joke on Father	
A Bitter Disappointment	My First Impression of a City (or of the Country)

2. Which of these introductory sentences, do you think, would attract an audience the most?

It was a lovely day when we started, but it proved to be an unlucky one.

One evening after school our cat tried to get at a neighbor's chickens.

On the Bald Knob trip cows gave us trouble.

In going through Robinson's canyon yesterday, we were very careful, for the snakes are said to be numerous.

The most interesting part of a trip through Ausable Chasm is shooting the rapids.

It is fun to make a radio set, but you must work.

I have had many exciting experiences, but none equal to ———.

You can never tell what will be the outcome of a venture.

I have often been told that a friend in need is a friend indeed, but I never realized the truth of the saying until ———.

3. Read the following suggestions for holding the attention of an audience, and notice the illustrations. The latter were taken from compositions by eighth-grade boys and girls.

Observe carefully what you are going to describe and then try to give facts that will help your audience to picture what you have in mind.

Illustrations:

From where I sat, I could see the white-capped breakers as they struck against the cliff. They seemed to rush forward with all of their strength, to throw themselves up in the air, and then fall with a mighty crash.

Along the mountain side I could see a faint shining ribbon of steel trailing in the midst of a clay path.

If the method is suited to your subject, make your story dramatic.

Illustration:

The boat turned over, and my mother, brother, sister, and I were plunged into the water. My brother and I began to scream, but my sister called out, "Don't scream! Swim!"

If it is appropriate, be ready to interpret your facts by telling what you yourself thought or felt in regard to an experience.

Illustration:

I knew I had to undergo the operation, yet I didn't wish to. I was very much afraid of it, and yet I knew there wasn't any use in saying anything about it, so I just went along with the doctor and nurse. Soon I was lying in bed again, realizing that there was very little in what I had been dreading.

Use a contrast or comparison whenever it will help your audience to get your thought.

Illustration. See the composition, page 200.

4. Can you give other illustrations for the following suggestions for ending a talk?

Use a sentence that in some way summarizes the story.

Illustrations:

Mother said that I should be much older before I was allowed to have another birthday party.

Never again shall I try to go out in a canoe.

If the situation warrants it, leave the end a mystery:

I handed the broken knife to my father. I will leave you to guess what happened after that.

5. Besides the suggestions given above there is one other that a speaker should keep in mind. To make his talk a genuine success, he should show, throughout the talk, evidence of good taste. In every way possible he should treat his audience with courtesy and respect. He should be modest, unaffected, and truthful.

6. Complete the following summary by giving directions covering each suggestion:

To Make a Talk Interesting

1. Choose a good title.
2. Make the introduction interesting.
3. Hold the attention of an audience by the use of picture-making detail, an occasional question, a dramatic

manner, a personal interpretation, or by the use of a contrast or other comparison.

4. Bring the talk to an effective conclusion.
5. Be courteous to an audience.

2. Interesting Hobbies

[Conversation]

A hobby is something to which a person turns in his leisure time because he prefers it to other things. Some boys and girls become so interested in radio that they make it a hobby; others make a hobby of collecting stamps, coupons, postal cards, coins, or badges; still others become interested in taking pictures, in printing, or in working at a craft.

1. Name things that you have been interested in, and then discuss with your class the value of different hobbies. Be ready, for example, to express an opinion of the value of collecting stamps.

2. The following accounts show that the boys who wrote them had radio as a hobby. The accounts are different, but both are good.

MY RADIO OUTFIT

The first time I saw a boy's radio outfit, I knew I must have one, so I immediately set to work planning how to get it.

The first thing I did was to obtain all the information that I could. I went to all my friends who had made their radios and examined their sets. I studied directions in books and examined diagrams until I had a fair understanding of how to make a set.

The next thing that I did was to draw all my plans for the instruments and to make a list of all the things that I needed. I chose to make my instruments in

preference to buying them because by so doing I could reduce the expense forty per cent.

It took me about seven months to complete my set. During this time I learned the Morse code and for hours at a time practiced sending messages to a friend. We used a door-bell buzzer to practice with because it does not use so much current as a wireless coil.

After completing the set and mastering the code, I began using my radio. I now have two pleasures with it, that of sending messages to other amateurs and that of listening to the broadcasts from the big central stations.

A MESSAGE FROM RUSSIA

Every evening I have an interesting time listening in with my radio set. I often get broadcasts from some distance, but until recently I never expected to get a message from across the Atlantic. The other evening the man who announces the program said, "We shall now listen to the Russian Quartette from Moscow."

I dropped the receiver and called, "Mother, come here quickly. I've got Russia on my radio."

Mother put the ear-caps on, and, after listening a minute, laughingly said, "It is a Russian quartette singing in Medford, Massachusetts; not in Moscow, Russia."

[Giving a talk]

3. Choose a, b, c, or d:

a. Give a talk expressing your opinion on the value of some particular hobby.

b. Give an account of a hobby in which you are interested.

c. Tell a story connected with some hobby.

d. Give directions for starting a stamp collection, for making chemical experiments, or for taking up some other hobby.

[Review — Writing a conversation]

4. Notice that in *A Message from Russia* the exact

words of the speaker are given. Show that in printing the story the following rules were observed:

The exact words quoted from a speaker should be enclosed in quotation marks and set off by one or more commas.

In writing a conversation, a new paragraph should be begun with each change of speaker.

5. To illustrate the rules, write a few sentences reporting a conversation.

3. High Adventure

[Conversation]

1. If you have ever climbed a high hill or a mountain and looked down on farm land, you have learned how much like a green and yellow checker board the fields look. How does a river appear? How large do the trees seem to be?

2. After reaching the top of a high building, such as a tower, what have you noticed about the size of the people below?

3. What should you expect to see as you ascended from the earth in an aeroplane? As you descended?

4. The following story gives an account of the first long flight of a young American aviator, who, during the World War, was preparing to fight in France. The command came, and the aviator and his friend, Drew, made ready.

A FIRST LONG FLIGHT

Drew was ready first. I helped him into his fur-lined combination and strapped him to his seat. A moment later he was off. I watched him as he gathered height over the aerodrome. I followed immediately afterward,

and had a busy ten minutes, being buffeted this way and that, until I reached quiet air at 2500 feet.

I passed over the old cathedral town of B—— at 4500 feet. Many a pleasant afternoon had we spent there, walking through its narrow, crooked streets, or lounging on the banks of the canal. The cathedral, too, was a favorite haunt. I loved it for its great size. Looking down on it now, it seemed no larger than a toy cathedral in a toy town, such as one sees in the shops of Paris. The streets were empty, for it was not yet seven o'clock. Strips of shadow crossed them where taller roofs cut off the sunshine. A toy train, which I could have put nicely into my fountain-pen case, was pulling into a station no larger than a wren's house.

I had no more than started on my southward course, as it seemed to me, when I saw the spires and the red-roofed houses of C——, and, a kilometer or so from the outskirts, the barracks and hangars of the aviation school where I was to make my first landing. I reduced gas, and with my motor purring gently, began a long, gradual descent. It was interesting to watch the change in the appearance of the country beneath me as I lost height. Checker-board patterns of brown and green grew larger and larger. Shining threads of silver became rivers and canals, tiny green shrubs became trees, and individual aspects of houses emerged. Soon I could see people going about the streets and laundry-maids hanging out the family washing in the back gardens. I even came low enough to witness a mother vigorously spanking a small boy. Hearing the whir of my motor, she stopped in the midst of the process, whereupon the youngster very naturally took advantage of his opportunity to cut and run.

By the time I had landed, Drew had been waiting a quarter of an hour, and came rushing out to meet me as I taxied across the field. We shook hands as though we had not seen each other for years.

From High Adventure by James Norman Hall.

5. If you were to give a name to each paragraph in the story, what would you choose? Tell why the story is written in four paragraphs.

6. In telling of the old cathedral town, what interesting facts does the writer give which show that he was high above the town?

7. What changes in the scene did the aviator notice as he descended to make his first landing? What incident occurred?

8. Select expressions in the story to prove (1) that the story contains good descriptive words, (2) that the descriptions are made vivid by the use of contrasts and comparisons.

[Giving a talk]

9. To sum up and illustrate your conversation, use one of the following suggestions:

a. Tell the story in your own words of either the second or third paragraph in Exercise 4.

b. Contrast the appearance of the earth in the descent with that in the ascent (see Exercise 4).

c. Tell the story of watching a train or ship approaching you or of one disappearing from sight.

d. Tell about a real or an imaginary ride in an aeroplane.

e. Give a description of your own town or city as it would appear from an airplane.

[Practice in punctuation]

10. Notice the punctuation of the following sentences. Which comma separates two adjectives modifying the same word? Which separates independent clauses that form a sentence? Which sets off a modifying clause used at the beginning of a sentence? Which sets off an introductory participial phrase? Which commas set off a clause used to describe an object?

1. A toy train, which I could have put nicely into my fountain-pen case, was pulling into a station.

2. Shining threads of silver became rivers and canals, tiny green shrubs became trees, and individual aspects of houses emerged.

3. Hearing the whir of my motor, the woman stopped in the midst of the process.

4. I began a long, gradual descent.

5. By the time I had landed, Drew had been waiting a quarter of an hour.

II. Give the rules governing the use of the comma illustrated in Exercise 10; study the sentences; then practice writing each until you can write it correctly with your book closed.

4. Book Club Meeting. A Stevenson Program

I

[Planning a program]

One of the writers that most boys and girls enjoy is Robert Louis Stevenson, the author of *Treasure Island*, *Kidnapped*, *A Child's Garden of Verses*, and many other books. His books not only furnish a reader pleasure, but, since they are written in excellent English, aid him in acquiring fluency in his own speech.

1. Examine the following Stevenson program, and decide how it can be adapted to a meeting of your own book club or to a Friday afternoon entertainment:

A Stevenson Program

1. Roll Call. Members to respond with short quotations from Stevenson or with facts about his life.

2. Talk. How *Treasure Island* came to be written

3. A Review of *Treasure Island*

4. Short Reading from *Treasure Island* — Ben Gun

5. The Story of *Kidnapped*

6. Reading from *Kidnapped*

7. Talk. Stevenson's Life in Samoa

2. Select facts from the following brief life that might be given in response to a roll call at a club meeting:

Robert Louis Stevenson was a Scotchman born in Edinburgh in 1850. He was a delicate only child, and for that reason had to spend much of his time playing by himself. Of this play and his love for his nurse he has told in the *Child's Garden of Verses*.

Stevenson's father was a noted engineer, a builder of lighthouses. He wished his son also to become an engineer, but from the time Stevenson was a boy his one ambition was to become a writer. He tried, however, to please his father, but his health failed him and he had to give up work. First he went to southern France to recover his health; next he came to America and lived for two years in California and for one year in the Adirondacks in New York. Afterwards he went to Samoa in the South Seas, where he spent the last four years of his life. During all these years of travel in search of health, he was writing books that in the end brought him fame.

Stevenson was a man who made himself dear to every one who knew him. In appearance he was rather unusual; he was tall and slender, with a somewhat southern look. But he spoke with a Scotch accent, and was proud to say that he came from Edinburgh. His courage and perseverance in the face of the greatest discouragements make his biography read like the achievement of some brave soldier.

3. Study the following selections. Try to make out of each several short and complete quotations that might be given in response to a roll call. Notice that the first selection may easily be made into three quotations, but that the ideas in the other selections cannot be separated so easily:

So long as we love we serve; so long as we are loved by others I would almost say that we are indispensable — and no man is useless while he has a friend.

The day returns and brings us the petty round of irritating concerns and duties. Help us to play the man, help us to perform them with laughter and kind faces; let cheerfulness abound with industry. Give us to go blithely on our business all the day; bring us to our resting beds weary and content and undishonored; and grant us in the end the gift of sleep.

To be honest, to be kind, to earn a little and to spend a little less, to make upon the whole the family happier for his presence, to renounce when that shall be necessary and not be embittered; to keep a few friends, but these without capitulation; above all on the same grim condition to keep friends with himself — here is a task for all that a man has of fortitude and delicacy.

II

1. Notice that the following words are useful ones in describing books; then think of books and stories to which you might apply some of them:

good	interesting	entertaining	amusing	thrilling
humorous	lively	excellent	profitable	absorbing

2. Give an adjective opposite in meaning to each of those named above.

3. How should you use the words *somewhat*, *rather*, *fairly*, and *quite* in telling about a book?

4. The words printed here in italics are all of them examples of a poor choice of words. What others can you substitute for them?

I have read *lots* of stories of adventure.

I think that it is *funny* that so many girls like to read books written for boys.

I thought the story of Stevenson's life *kind* of interesting.

5. Before giving your part in the Stevenson program, make sure that you have expressed it in words that are appropriate.

5. Nouns

I. Classification and Form

1. Without names for objects we could do very little thinking. For this reason the noun is an important part of speech. It is generally the part of speech used first not only by a child learning to talk, but also by a person learning a foreign language. About a fourth of all the words commonly used are nouns.

2. In order to distinguish the names of particular persons, places, and things from other names, nouns are classified as **common** and **proper**. Give examples of each.

Note. Nouns are also sometimes classified as concrete or abstract. A **concrete** noun names that which is apparent to the senses. Example: *chair, tree, whistle*. An **abstract** noun names a general idea such as *goodness, thoughtfulness, truthfulness*.

3. Give examples of nouns that are singular in number. Of those that are plural.

4. Make sure that you know the plurals of each of the following nouns. Use the dictionary whenever you are in doubt about a plural.

chimney	echo	half	sky	child
turkey	negro	shelf	spy	man
valley	tornado	leaf	duty	woman
branch	volcano	knife	story	goose
witch	cargo	thief	fairy	mouse
church	buffalo	calf	berry	sheep
brush	potato	wife	lily	ox

5. Nouns similar to the following mean more than one in the singular:

Singular:	a <i>flock</i> of pigeons	a <i>herd</i> of cattle
Plural:	<i>flocks</i> of pigeons	<i>herds</i> of cattle
Singular:	an <i>army</i> of men	a <i>crowd</i> of people
Plural:	<i>armies</i> of men	<i>crowds</i> of people

Such words as *flock*, *herd*, *army*, and *crowd* are called **collective nouns**.

6. With the help of the dictionary, when it is necessary, copy and complete these expressions. Show to what each collective noun may be applied:

A swarm of ———

A pair of ———

A drove of ———

A covey of ———

A mob of ———

A school of ———

A group of ———

A hive of ———

7. Point out the possessive nouns and tell when an apostrophe is placed after an *s* rather than before it:

The officer's uniform was new.

The officers' uniforms were new.

The man's task was difficult.

The men's tasks were difficult.

8. Change each of the following sentences so that the possessive noun is plural in number:

1. The boy's garden was well kept.
2. The girl's playground was shaded by trees.
3. The guard's duties were explained to him.
4. The policeman's manners were courteous.
5. The child's toys were broken.
6. The woman's work was done neatly.

II. Uses

1. The nouns printed in italics here illustrate the uses of the noun with which you are the most familiar:

1. The *island* was far away.
2. The sailors hid the *gold*.
3. The men were *pirates*.
4. The ship started on its *voyage*.
5. The *boy's* mother bade him farewell.

2. Which of the nouns above is used as the subject of a verb? As a possessive modifier? As the object of a verb? As the object of a preposition? As a predicate noun?

3. In order to punctuate sentences correctly, you should be able to recognize two uses of the noun not mentioned on page 227. The first of these you are familiar with as an **independent noun of direct address**. The other is the **appositive**.

Independent noun of direct address: "Load your gun, *Jim!*" shouted the Captain.

Appositive: Jim Hawkins, *the hero of Treasure Island*, is a boy sixteen years old.

4. In the following sentence the persons spoken to are addressed as *my lads*. How are these words set off from the rest of the sentence?

"Go lively, my lads, and then run to cover!" shouted the Captain.

5. What words of address are used in the following sentences? Where should commas be inserted?

1. "Did you Joyce hit your man?" demanded the Captain.

2. "No sir," replied Joyce. I believe not sir."

3. "Load his gun Hawkins," commanded the Captain.

4. "How many should you say were on your side Captain?" asked the Doctor.

5. "Out lads out, and fight them in the open!" cried the Captain.

6. Notice in Exercise 3 that the appositive *the hero of Treasure Island* refers to the same person as another noun. It explains *Jim Hawkins* by telling who he was.

7. Which words in the following sentence are used as an appositive? Where in the sentence are commas used?

The Staubbach, a famous waterfall in Switzerland, falls over a ledge nearly a thousand feet high.

An appositive is set off from other words in a sentence by one or more commas.

8. Find the appositives, name what each modifies, and then tell where commas belong:

1. Mount McKinley the highest known mountain in North America is in Alaska.

2. The glacier a wide field of ice lay between the mountains.

3. Near the glacier bloomed the Alpine flower the edelweiss.

4. The Mississippi the longest river in the United States is over two thousand miles long.

5. Old Faithful a geyser in Yellowstone Park sends forth a cloud of boiling water at intervals of four or five minutes.

6. The Colorado Canyon was hewn out of solid rock by the Colorado river a small but turbulent stream.

7. For a number of years John Muir the naturalist lived in the Yosemite Valley.

9. The appositive is useful in composing sentences that are brief and full of meaning. Is it one of the forms that you have at your command?

10. Abbreviate the following sentences by using an appositive in place of each clause printed in italics:

New York, *which is the largest city in America*, has over six million inhabitants.

Pennsylvania was named for William Penn, *who was a noted Quaker*.

11. Use an appositive (1) in describing a book with which you are familiar; (2) in describing a famous character in history; (3) in describing a place mentioned in your geography.

12. For further study of the noun see page 358.

Chapter III — THE STORY OF OUR LANGUAGE

1. The Makers of our Language

I

[Discussion]

1. The English language is the outgrowth of hundreds of years of thought. It has fine qualities because the people who have used it have been workers and thinkers. A language grows weak when the people who use it become sluggish in their actions and in their speech. To be a great nation, a people must use its speech well; and, conversely, to keep a language alive, the people must be thinkers and otherwise great. Laziness, carelessness, and indifference are bad for both the character of a nation and the character of a language.

2. Our language is a living language. Every one who uses it helps either "to make it or mar it"; nevertheless, there are two groups of people who have contributed more than any one else to make it what it is. These are the Anglo-Saxons, who settled in England about fifteen hundred years ago (449 A.D.), and the Normans, who conquered England about six hundred years later, in 1066.

3. Judging from the following paragraphs, what should you say are some of the most striking differences between the words that we have inherited from the Anglo-Saxons and those that we have inherited from the Normans?

The Anglo-Saxons were a sturdy, seafaring race who came from the shores of the Baltic Sea. Like the Danes and the Norsemen to whom they were related, they were a fair-haired, blue-eyed people, noted for their

courage and independence. Early in their history they showed respect for the common man by allowing him to take part in the government of each clan or town. As you would expect, the language of the Anglo-Saxon was direct, forceful, and homely. Such words as *plow, rake, barrow, run, leap, spring, father, mother, son, and daughter* are of Anglo-Saxon origin; as are also prepositions, connectives, and other similar words, which we must have in order to make the thought in a sentence complete.

The Normans came from Normandy in northern France. They, too, were of Norse descent but they spoke French. Since the French language was derived from Latin, the words introduced into English by the Normans have a Latin character. The Normans became the rulers of England; therefore, their speech affected the language of the courts and the government. Words like *state, constitution, treaty, audience, navy, and army* are of Norman-French or Latin origin. The Norman-French words lacked the force and simplicity of the Anglo-Saxon, but they added grace and brightness of rhythm to the language, and provided, also, a means for the expression of new and more general ideas.

4. Complete:

1. The two main sources of the English language ———
2. The Anglo-Saxons came from ———; the Normans, from ———.
3. The Anglo-Saxons were men of action; therefore their speech ———
4. Since the Norman-French became the governing class in England, the words which we inherit from them ———
5. ——— is a word that we inherited from the Anglo-Saxons; ——— is a word that came from the Norman-French.

5. Express in a clear sentence of your own an idea about the makers of our language.

6. Study the two lists and compare the length of the words derived from Latin with the corresponding words derived from Anglo-Saxon:

Derived from Anglo-Saxon	Derived from Latin	Derived from Anglo-Saxon	Derived from Latin
buy	purchase	wretched	miserable
land	country	man	individual
mild	gentle	welcome	reception
wish	desire	luck	fortune
work	labor	will	testament
mirth	jollity		

7. Show that each expression in the first column below means a particular object and that each one in the second column includes more objects and therefore has a more general meaning:

Derived from Anglo-Saxon	Derived from Latin
horse	quadruped
brick and mortar	building material
sword and gun	martial implements
poor and sick	in a miserable condition
old and gray	superannuated

8. With the following rules in mind, tell why Anglo-Saxon words are sometimes better words to use than those taken from the Norman-French, or Latin:

When two words have the same meaning, choose the shorter one.

Whenever it is possible, use concrete, specific words rather than abstract, general ones.

9. Tell when it is convenient to use words of Latin origin.

[Giving a talk]

10. In making a report to your class, use one of the suggestions given here, or follow some plan of your own:

a. After re-reading Exercise 1, page 230, tell why a patriotic person is careful in his use of English.

b. With the help of Exercises 2 and 3 tell how the Anglo-Saxons and the Norman-French differed.

c. Point out and illustrate three differences in the English words derived from the Anglo-Saxon and those derived from Latin (see Exercises 3, 6, and 7).

d. Find in a reference book or a history other facts to tell your class about the Anglo-Saxons or about the Normans.

e. The character of the Anglo-Saxon is shown at its best in King Alfred the Great. Make a report to the class. Try to cover some of the following topics: Alfred's character (1) as a soldier; (2) as a promoter of learning; (3) as a dispenser of justice; (4) as a builder of ships, monasteries, and palaces; (5) as a devout man (see Green's *History of the English People*, pages 48-52).

II

[Avoiding "chain" or "run-on" sentences]

1. A sentence should be made of closely related ideas. For this reason thoughts that are loosely "chained" together with a number of *and*'s are poor sentences.

2. Notice that the following "chain," or "run-on," sentence may be improved in two ways:

English is one of the finest languages in the world and it is used more extensively than any other language.

(1) It may be made into two sentences:

English is one of the finest languages in the world. It is used more extensively than any other language.

(2) The ideas which it contains may be brought into closer relation (a) by the use of a clause introduced by *which*, or (b) by an appositive:

English, which is one of the finest languages in the

world, is used more extensively than any other language.

English, one of the finest languages in the world, is used more extensively than any other language.

3. Improve the following sentences by making one statement in each either (1) a clause introduced by *who*, *which*, or *that*, or (2) an appositive:

1. We speak the English language *and* it is used in England and many of her colonies.

2. Latin was used in olden days in Rome *and* it is not spoken by any modern nation.

3. We have a right to be proud of the English language *and* it has come down to us from other days.

4. The Anglo-Saxons were a sturdy, seafaring race *and* they came from the shores of the Baltic Sea.

5. From the Anglo-Saxons we inherited many words, *and* these words are usually brief and definite.

6. The Normans were the governing class in England *and* they came from the North of France.

7. From the Normans we inherited many long words, *and* these words are of Latin derivation.

[Written composition]

4. Try to improve the sentences that you used in the talk planned in Exercise 10, pages 232-233, and then write the talk.

5. After you have finished your paper, read it over to make sure that it is correct in every way.

2. The Romance of Words

I

[Discussion]

1. Many of the words that we commonly use have peculiar origins. The word *dollar*, for example, was taken from the German word *Thaler*, which means *made*

by one who lives in a vale or valley. The reason for calling a coin a *Thaler* was that in olden days the only place where the coin was made was in a certain valley and therefore the name "made by one in a valley" became associated with it. The word *gypsy* means *Egyptian*. For many years the origin of the bands of men and women who move from place to place was unknown, but they were supposed to have come from Egypt. The word *Egyptian* was shortened to *gypsy*. *Dandelion* means *cut like a lion's tooth*. The dandelion was so called because the leaves are cut in such a way that they resemble large jagged teeth. The word *daisy* means *day's eye*.

2. The days of the week are called after Norse gods because the Anglo-Saxons, from whom we received much of our speech, once worshiped Woden, Thor, Frigga, Tyr, and Saeter as well as the sun and the moon.

3. Tell what you know about Woden and Thor; then where you would look to find the stories of Frigga, Saeter, and Tyr.

4. How did the months of the year receive their names?

5. One of the most interesting stories of words is connected with the word *laconic*. In olden days in Greece there was a section called Laconia. The Spartans, who lived there, had a rule that they should speak briefly, never using more words than were needed. For this reason a short answer is often spoken of as *laconic*. The following story illustrates the meaning of the word:

A LACONIC REPLY

There was in the northern part of Greece a land called Macedon; and this land was ruled over by a warlike king named Philip.

Philip of Macedon wished to become the master of all

Greece. So he raised a great army, and made war upon the other states, until nearly all of them were forced to call him their king. Then he sent a letter to the Spartans in Laconia, and said, "If I go down into your country, I will level your great city to the ground."

In a few days an answer was brought back to him. When he opened the letter, he found only one word written there. That word was "IF."

6. There is an interesting story behind each of the following words: *echo*, *narcissus*, *hyacinth*, *halcyon*, *mercury*, *tantalize*, *vandalism*, *lumber*, *primrose*, *blanket*, *damask*, *disaster*, and *panic*. Look in a dictionary for the derivation of each, and then try to find in other books a story showing the origin of at least one of the words.

7. Complete, using as many words as you wish:

1. The meaning of some of the words that we use

2. Since some of the words that we use can be traced back to stories hundreds of years old, they are therefore

3. The word _____ is an example of a word whose meaning was derived from _____

8. Give in a single clear sentence of your own some thought connected with the meaning of words.

[Giving a talk]

9. With the help of one of these suggestions, prepare a talk:

a. Tell the origin of *laconic* and illustrate its meaning with an original story or with the one given in Exercise 5.

b. Give the origin of one of the following: (1) the names used for the days of the week; (2) the names of the months of the year.

c. Tell the story of Echo, Mercury, or Tantalus, and

show the relation of the story to the word derived from the name of the character.

d. Show the class a picture of some god or goddess whose name has been given to a flower. Tell the story connected with the name.

II

[Composing interesting sentences]

1. Combine the sentences in each group so that they form a single interesting sentence. Express one thought either as an appositive or as a clause introduced by *who*, *which*, or *that*, or by some other connective:

1. Iris was the goddess of the rainbow. She was the messenger of the gods.

2. Apollo was the sun god. Out of jealousy he killed the beautiful youth called Hyacinthus.

3. Echo was a nymph. She was fond of repeating what others said. She was banished to the woods and became nothing but a voice.

4. Narcissus was a handsome youth. He fled from the nymph Echo.

5. Tantalus was condemned to eternal thirst in the sight of water. He had committed a terrible crime.

6. The word *tantalize* means to tease. It was derived from the name *Tantalus*.

2. Think of ways of improving the sentences in the following story and then retell it:

MERCURY

Mercury was the messenger of the gods. He had wings on his feet. He was fleet. There is a metal used in thermometers. This metal changes its position quickly. It is called mercury. It was named for the messenger of the gods.

[Written composition]

3. Improve the sentences that you used in the talk planned in Exercise 9 on page 236 and then write it.

3. School News—Better Speech Number

[Writing a paper]

1. In making a contribution to the *Better Speech Number* of the *School News*, use one of your papers written in connection with the lessons beginning on pages 230 and 234, or do one of the following things:

- a. Write an editorial showing why every one should use good English.
- b. Write an original story showing how the habit of speaking good English helped a boy or a girl in winning success.
- c. Draw a Better Speech cartoon.
- d. Write a Better Speech pledge or creed.

[Proof-reading — Paragraphing]

2. Turn to the *School News* on page 239 and explain the paragraphing of the story, *Improving Matters*; then proof-read your contribution to the paper first for paragraphing and then for errors of different kinds. (See page 409.)

4. The Use of Verbs .

I. Importance of the Study of Verbs

1. In the sentence *Birds fly* what is the function, or use, of the noun *birds*? Of the verb *fly*?

2. Give two-word sentences of your own made up of a noun and a verb.

3. Give three-word sentences containing, besides a noun, a verb made of two words. Example: *Houses were burned*.

4. Show that in the following sentences the main, or basic, idea is contained in a noun and a verb:

- 1. The early tribes in England fought savagely.
- 2. Pirates from the north landed on their shores.

SCHOOL NEWS — BETTER SPEECH NUMBER

VOLUME III

OCTOBER NOVEMBER

NUMBER I

GOOD SPEECH CREED

I believe that my mother tongue is worthy of my admiration, respect, and love.

I believe that it is possible for me to speak my native tongue correctly and fluently.

I believe that this takes time, patience, and care.

I believe that the use of slang kills one's power to speak fluently.

I believe that the proper accompaniment of pure, clearly enunciated language is a musical voice.

I believe that this voice can be cultivated, for it is every one's right of inheritance.

I believe it is possible to live up to this creed.

I believe it is worth while.

I believe I shall try it.

GRAMMAR TAG IS A NEW SCHOOL GAME

The English classes of the Washington Irving High School at Clarksburg, West Virginia, recently conducted a campaign known as "Better Speech Week."

Everybody watched everybody else, and any one who was careless enough to let slip "I seen," "don't know nothing," or any other offense against good English was hastily decorated with a red, a blue, or a yellow tag.

Sponsors of the movement announced a hurry call for more tags before the week was half over.

A COMMA MAY BE WORTH MILLIONS

How many millions of dollars a comma may sometimes be worth to the Government was a question raised to-day by an attorney for the forest service. In his report to the Congressional Commission investigating land grants to one of the railways of the Northwest, he claimed that the omission of a comma in the original grant gave the railway a right to withhold land from the settlers longer than Congress had intended. The land was worth millions of dollars.

IMPROVING MATTERS

A young man who had the habit of correcting the poor English he heard, once tried to purchase a comb. The clerk asked, "Do you wish a narrow young gentleman's comb?"

"No," replied the young man, "I want a narrow comb for a young gentleman with tortoise-shell teeth."

WHAT IS WRONG?

For sale. A cow giving milk, furniture, and chickens.

For rent. A large house by a man with an empty attic in the upper story.

Advertisement in a shop window: Don't go elsewhere to be cheated. Come in here.

3. The homes of the people were robbed.
4. Their cattle were stolen from the fields.
5. Their children were kidnapped by the robbers.

5. The study of verbs is important not only because a verb is needed in every sentence, but because verbs change in form more than other words and for that reason are hard to master. About fifty per cent of the errors made by boys and girls in the use of words occur with verbs.

II. Review. Agreement of a Verb with its Subject

Find the word, or simple, subject of each sentence; decide which subjects require singular verbs and which require plural ones; then complete each sentence, using *was* or *were*:

1. Every one of the children ——— early.
2. A herd of cows ——— in the pasture.
3. A million dollars ——— paid for the building.
4. Both men ——— busily at work.
5. All of the children in the class ——— studying geography.
6. Neither John nor Tom ——— present.
7. A pair of birds ——— building a nest in the apple tree.
8. A blind man with a boy as his companion ——— walking down the street.
9. There ——— only one person in sight.
10. There ——— forty children in the class.
11. Either Helen or Ruth ——— to stay.
12. He and I ——— at the meeting.

III. Verbs. Transitive and Intransitive

1. In the following sentence the verb *killed* names an action that takes effect on an object, the *wolf*:

The men killed a wolf.

2. The verb *killed* is a **transitive verb**.

A transitive verb is a verb which names an action that takes effect on an object.

3. All other verbs are **intransitive**.

Note. *Trans* means *across*. *Trans-Atlantic* steamers are those that cross the Atlantic. Men who *transport* goods carry goods from one place to another. A *transitive* verb is a verb which names an action that is carried "across" from the doer of the action to the receiver.

4. In the sentence, *The hunter captured a bear*, the verb *captured* is transitive. The noun *hunter* names the doer of the action; the noun *bear* names the receiver of the action.

5. Prove that the verbs in the following sentences are transitive by pointing out both the doer and the receiver of each action:

1. The fishermen caught fish in the rivers and lakes.
2. The farmer tilled the land.
3. The miller ground corn into flour.
4. Out of the flour women baked bread.
5. Shepherds tended flocks of sheep.
6. Girls spun the wool and wove it into cloth.
7. With lumber from the forests men built ships.
8. Sailors guided the ships on voyages across the sea.
9. Miners dug copper ore from the ground and made it into metal.
10. With the metal, hunters fashioned weapons.

6. Give sentences to show how each of the following verbs may be used as a transitive verb: *ate*, *drank*, *washed*, *cut*, *fought*.

7. In the sentence, *The boy walked through the forest*, the verb *walked* is intransitive. There is nothing to receive the action of the verb. The boy did not *walk* anything.

8. Prove that the verbs given here are intransitive:

The king *had come*. Crowds *formed* around the abbey. Silence *fell* as the king and his followers *passed* into the cathedral.

9. Use the following verbs without objects, that is, as intransitive verbs: *laughed, talked, rose, walked*.

10. Some verbs are at times transitive and at other times intransitive. In the sentence, *Birds flew across the river*, the verb *flew* is intransitive; the birds did not *fly* anything. In the sentence, *The boy flew his kite*, the verb *flew* is transitive; the action takes effect on the object *kite*.

11. Tell which of the following verbs are used as transitive verbs and which as intransitive verbs. Remember that an object noun used to complete a transitive verb answers the question *What?* and not the question *How?*

1. The engineer *ran* his engine across the new bridge. The boys *ran* swiftly.

2. The wind *was blowing* hard. The wind *blew* the leaves across the lawn.

3. The child *laughed* a merry laugh. The child *laughed* merrily.

4. The musicians *played* a new song. The man *played* on a piano.

5. The men *hunted* with spears. The men *hunted* the wild boar.

12. Select the transitive verbs in this list and give each an object. For the verb *drive*, for example, say "Drive a horse."

break	ask	lift	buy	fill
turn	appear	carry	tie	weave
drive	write	laugh	cut	play
is	read	sow	arrive	fall
seems	walk	wait	has been	speak

13. Copy the words in Exercise 12 in three columns, putting the transitive verbs in one column, the intransitive verbs in another, and the verbs that may be used either transitively or intransitively in the third.

14. Intransitive verbs like *is*, *becomes*, and *seems* are used to connect a predicate noun, pronoun, or adjective with different subjects and are for that reason called **linking verbs**; they are the kind of verbs that link, or join, the two parts.

15. Prove that the words in italics are linking verbs by telling what each connects:

Silver *is* a metal.

The stars *became* dim.

The wind *was* cold.

The boy said that it *was*

The day *seemed* long.

he who was to go.

16. The verbs in the following sentences express ideas based on the five senses. Each is used to link an adjective with the noun modified. Give other sentences, using the same verbs as linking verbs:

The air felt cold.

Roses smelt sweet.

The cliff looked high.

The dog's bark sounded

The orange tasted sour. strange.

17. Give illustrations of your own for the following:

1. A transitive verb completed by an object noun or pronoun:

The man *caught* a fish. A branch of a tree *struck* me.

2. A complete intransitive verb:

Near the horizon a bright star *appeared*.

3. An intransitive verb used to link a predicate noun or pronoun to the subject:

The man *was* a leader. It *was* he whom I saw.

4. An intransitive verb used to link a predicate adjective to the subject:

The sky *became* cloudy.

18. The linking verb *to be* in its various forms is used more than any other verb in the language. Some of its forms are: *am, is, are, was, were, will be, shall be, have been, has been, had been, could be, would be, should be, will have been, and could have been.*

19. Select a page of printed matter, or a story such as that on page 199, and find how many times the verb *to be* in its various forms is used.

20. For further study of the verb see page 360.

5. Using Words Correctly

Test G. First Form. Singular and Plural Verbs

Copy and complete, using *is* or *are*:

1. The apples on the tree ——— ripe.
2. There ——— several barrels packed ready to be shipped.
3. Either John or his cousin ——— to help with the work.
4. One of the boys ——— going fishing.
5. A woman with a little girl ——— waiting at the door for her husband.
6. ——— you going to the park on Saturday?

Complete with *was* or *were*:

7. Every one who ——— at the game took part afterwards in the celebration.
8. We spoke to the person in the crowd who ——— standing near.
9. There ——— two girls and one boy at the committee meeting.
10. Neither Margaret nor her sister ——— at school.
11. A motor bus filled with people ——— on its way to New York.
12. Five dollars ——— the fare charged.

Chapter IV — A STUDY OF NEWSPAPERS AND MAGAZINES

1. Something to Do

In order to help the class with the work in this chapter, try to do at least one of the following things:

1. Bring to school a magazine which you are willing to recommend to other boys and girls. It should be from a list approved by your teacher or a good librarian.
2. Cut from different newspapers a number of interesting news items and a number of good editorials.
3. Make a collection of advertisements that inspire confidence.

2. Some Leading Periodicals

[Conversation]

Periodicals include magazines and newspapers that are issued at stated times, usually daily, weekly, or monthly. At almost any news stand can be found a wide display of them varying from a sensational moving-picture magazine to a scientific journal describing recent inventions.

1. Some of the periodicals that interest older boys and girls are given in the following list. With what others are you familiar?

The Youth's Companion
St. Nicholas
Boy Life
The Boy Mechanic
Current Events

The Junior Red Cross
News
The National Geographic
Magazine
The Scientific American

2. Be ready to talk over with your classmates the characteristics of different magazines, keeping the following questions in mind:

Has the periodical a good purpose?

Has it interesting departments?

Does the information contained in the articles seem to be reliable?

Are the stories free from sensationalism?

Are the articles well written?

Are the illustrations good?

[Being definite]

3. In commenting on a magazine, should you say that it is a *good* magazine or should you make a statement showing in what way it is good? What can you substitute for the word *lovely* in describing a picture? For the word *fine* in telling about the stories?

4. Compare these two reports. Which gives you a clear idea of the magazine? Which contains words that are used so often that they have become indefinite in their meaning?

The Junior Red Cross News is a good magazine. I like it very much. I think the stories are fine. It has lovely pictures in it.

The Junior Red Cross News, a magazine published by the Red Cross Society in Washington, endeavors to bring about a spirit of good will among the children of the world. It contains attractive pictures of children in other lands, interesting reports of the work of the Red Cross, many letters describing foreign customs, and a number of entertaining stories and plays.

[Giving a talk]

5. In summing up the discussion, choose a periodical to recommend to your classmates. With the periodical in your hands tell its name and then try to give the class a definite idea of what the magazine is like.

3. Reading a Newspaper

[Conversation]

Newspapers are filled with accounts of accidents, calamities, and crimes as well as with news of important inventions, discoveries, elections, conventions, speeches, and improvements. At times, also, they contain news so exaggerated that it is sensational. To read a paper intelligently, therefore, requires some thought.

1. Tell why it is a good plan to read (1) news of the President and of Congress; (2) accounts of geographical expeditions and news of discoveries; (3) international news.

2. Why is it a poor plan to spend much time in reading about crimes such as murder, or in reading about accidents?

3. In detecting sensationalism, you will find the suggestions given here good ones to follow. Prove that they are useful ones:

Do not depend on headlines. The text often either contradicts them or shows that there was only a little basis for them.

Be doubtful when news is very surprising. Wait for developments.

[Giving a talk]

4. In summing up your ideas on reading a newspaper, choose a, b, or c:

a. Use one of the following sentences as a beginning, or one of your own, and give a talk:

1. Some things that you read in a newspaper are of value to you; others are harmful.

2. What you should read in a newspaper depends upon your interests and upon your time.

3. Reading accounts of murders and thefts may have a bad influence over a person.

b. Give in a few sentences a news item worth reading and tell why you consider it so.

c. Use an illustration from a newspaper to prove that you cannot always depend on headlines.

5. As you give your report, what care will you use in your selection of words?

4. Reporting News

[Conversation]

1. To understand the following news item, you need to know that Princeton men are called tigers and wear black and orange for their colors, while Yale men are called sons of Eli and wear blue.

The Yale football team defeated Princeton's eleven yesterday afternoon, 19 to 14, in a game which, for thrilling climax, rivaled modern stage-craft at its best. Beaten back and scored upon with apparent ease during the first three periods of play, the Tigers tore loose with a smashing attack in the final fifteen minutes of the game and fairly riddled Eli's line. Twice the orange and black swept across the blue goal line and the Princeton men were fighting desperately for the third touchdown, which would have given them victory, when the timer's call ended Princeton's chances and Yale's apprehensions.

2. In reporting a news item, men usually emphasize or feature some one point which they bring out in the headline and in the introductory sentence. What is featured in the account in Exercise 1? What would make a good headline for the report?

[Use of graphic words]

3. What words in the story help you to realize that the end of the game was an exciting one?

4. In telling of a football player making his way toward the enemy's goal, you might say that he *ran*

rapidly. What more forceful expression could you use?

5. What words similar to the following could you use in describing the different ways the boys on a team feel during a hard struggle in endeavoring to win a close game which they finally lose?

determined

apprehensive

fearful

[Giving a talk]

6. Use one of the following suggestions to help you in planning a news item to give the class:

a. Make a report giving news connected with your own school or town.

b. Give in a few sentences an item of interest found in a newspaper.

c. Re-read the story printed in Exercise 1, then tell it in such a way that it can be easily understood by your class.

d. Tell about an incident that occurred in a game in which you took part or which you watched.

7. In composing your news item, try to feature some one thing, to choose an interesting introductory sentence, and, as you tell the story, to select graphic words.

5. Writing an Advertisement

[Conversation]

Most advertisers have learned that in the long run it pays to tell the truth about the goods that they are advertising. Since in this, as in all else, "Honesty is the best policy," advertisers of high rank try to make no claims for their goods which are not true.

1. What other characteristics should an advertisement have besides that of inspiring confidence?

2. Examine the following advertisement written by a pupil for a school paper. Show that it is free from sen-

sationalism and therefore inspires confidence, and also that it is brief, clear, and attractive:

THRIFT_____

is merely postponing little pleasures
now for greater ones in the future.

Our SAVINGS DEPARTMENT will help
you to acquire habits of thrift.

THE MERCHANTS' NATIONAL BANK

3. Find in your collection of advertisements (see p. 245) an example of what you consider a good advertisement and also one which you think exaggerates its statements and should therefore be questioned.

[Written composition]

4. With the help of the following suggestions write an advertisement that would be appropriate to put in a school paper:

a. Write for a savings bank an advertisement similar to the one in Exercise 2.

b. Write an advertisement of some article (real or imaginary) that you would like to sell.

c. Imagine yourself in some line of business such as raising chickens. Write an advertisement for it.

5. Proof-read your advertisement not only for spelling, capitalization, and punctuation, but also to be sure that you have chosen words that make your meaning clear.

6. Writing Verse for a School Paper

If, like most boys and girls, you are fond of outdoor life, you may have felt at times that you would like to express your enjoyment in verse and to have the verse printed in a school paper so that others might share

your pleasure. The following exercises on the seasons should help you in composing poetry suitable for the purpose.

1. Try to tell what month or season is described in each selection:

a. The trees are Indian princes,
But soon they'll turn to ghosts.

b. The tinkle of a distant bell
Across the meadow faintly comes;
And, nearer, at his honey well
The bee in fragrance drinks and hums.

SHERMAN

c. Trees bare and brown,
Dry leaves everywhere,
Dancing up and down,
Whirling through the air.

PLUMMER

d. The hills are white, and the river makes no sound,
Not a song upwells from the wood, and the leaves
are dumb;
While the hardy sparrow, in search of a scanty
crumb,
Hops about o'er the treacherous frozen ground.

SCOLLARD

e. When beechen buds begin to swell
And woods the bluebird's warble know,
The yellow violet's modest bell
Peeps from the last year's leaves below.

BRYANT

[Using picture-making words]

2. Indian princes bedeck themselves in gayly colored garments for all festivals. Tell why in the first quotation in Exercise 1 the trees are called Indian princes. What will the trees look like when they have turned to ghosts?

3. *Indian princes* and *ghosts* are poetic names applied to trees. These names are picture-making words and, by appealing to your imagination, cause you to get a very vivid idea first of the gorgeous foliage of the early autumn and then of the barrenness and grayness of the trees after the leaves have fallen.

Think of poetic names to call the stars, the wind, the snow, tall trees guarding a gateway, trees "marching" up a hillside, an airplane flying in circles.

4. Besides giving poetic names to an object, we may make a picture definite by the use of an adjective or an adjective phrase. When we use the word *tree*, we give no definite picture; but when we say *the tall, hardy pine in the middle of a pasture*, we give a very clear picture.

Give picture-making adjectives that could be applied to each of the following objects:

A brook in winter
 A bird singing
 A river winding through a meadow
 Shadows on the snow in late afternoon
 A cloud that looks like white fleece

[Making a comparison]

5. Another way of making a picture is to use a comparison, such as is shown in each of the following quotations from the poetry of Hilda Conkling written before she was ten years old:

"Snow-flakes come in fleets
 Like ships over the sea."

"The poplars bow forward and back.
 They are like a fan waving softly."

Complete, using an appropriate original comparison that will help to make the picture clear:

1. Frost sparkled like ——
2. The sun's rays were like ——
3. The clouds floated past like ——
4. The trees stood as silent as ——
5. The water in the lake was as smooth as ——
6. The autumn wind whistled around the corner of the house like ——
7. The light summer breeze felt like ——

6. Great poets use comparisons that are original, graphic, and appropriate. As you listen to the comparisons made by your class, select those that in your opinion are of the kind a real poet might use.

[The use of rhyme]

In writing verse, a person finds that rhyme is useful, but not necessary. Thought and feeling must come first, and these may be expressed without rhyme, as in the verse Exercise 5, or with rhyme, as in the verse Exercise 1.

7. Give other words to rhyme with each of the following pairs:

shy	spring	day	sea	flowing
high	bring	away	bee	growing

8. Point out in the stanzas in Exercise 1 the words at the ends of the lines that rhyme.

[Rhythm]

9. Most verse is musical. Just as in a song there is a given number of beats in a measure, so in most verse there is a given number of accents in a line. Notice the beats, or accents, in the following stanza:

The tinkle of a distant bell
 Across the meadow faintly comes,
 And nearer at his honey well
 The bee in fragrance drinks and hums.

10. As you read the stanzas in Exercise 1, try to tell the number of accents in each line.

The best way of composing a stanza so that it is musical is either to make it sound like some other stanza or to fit it to some tune. If you can sing a stanza, you may feel almost sure that the accents are correct.

11. One of the easiest rhythms to imitate is the one used by Longfellow in *Hiawatha*. The following stanza from the poem describes the south wind. Notice that the verse has rhythm but no rhyme.

From his pipe the smoke ascending
 Filled the day with haze and vapor,
 Filled the air with dreamy softness,
 Gave a twinkle to the water,
 Touched the rugged hills with smoothness,
 Brought the tender Indian Summer
 To the melancholy north-land,
 In the dreary Moon of Snow-shoes.

12. How many accents has each line (see Exercise 11)? Where does the accent fall in the different words that end the lines?

13. With the help of your classmates try to describe the north wind, using the same rhythm as that in the stanza in Exercise 11. First decide upon the character you wish to give the north wind and what you will have the wind do. If you wish, you may begin with the following lines:

From the north the wind descending
 Froze the rivers in the meadows.

14. The stanza in Exercise 9 describes summer. Try to make one like it that describes fall. You may begin, if you wish, with these lines:

The rustle of the fallen leaves
Beneath the trees now greets the ear.

See that the second line rhymes with the fourth; and that in writing the stanza the rhyming lines are indented.

15. Think of a poetic comparison which fits clouds that you have seen, a beautiful sunset, a violent storm, or some other impressive sight. Compose lines like the following, paying no attention to rhyme:

There are many clouds,
But not like the one that goes sailing
Like a ship full of gold that shines,
Like a ship leaning above blue waters.

HILDA CONKLING

16. Think of other ideas that you would like to express in verse. Try to fit your ideas to the rhythm of one of the stanzas in Exercise 1 or to some other familiar stanza.

[Proof-reading — Stanza form]

17. After writing your verse, make sure that you have used the same form as that used in the verse you were imitating.

7. School News — Book Number

[Writing a paper]

1. For your contribution to the *Book Number* of the *School News*, write one of the following articles:

- a. A book review
- b. An editorial on the value of reading good books or one describing the pleasure that may be had from books
- c. An account of an incident in a favorite book

- d. A description of a favorite character
- e. A book complaint
- f. A letter recommending a book
- g. Verse suggested by something that has interested you lately

[Practice in punctuation]

2. Explain the punctuation of the following sentences:

1. Rip was after his favorite sport of squirrel shooting, and the still solitudes had echoed and reëchoed with the report of his gun.

2. As he was about to descend, he heard a voice calling, "Rip Van Winkle! Rip Van Winkle!"

3. His dog bristled up his back, and, giving a loud growl, skulked to his master's side.

4. The stranger was a short, square-built old fellow.

5. The commander, a stout old gentlemen, wore a laced doublet.

3. Copy and punctuate:

1. As he arose to walk Rip found himself stiff in the joints

2. These mountain beds do not agree with me thought Rip

3. Rip called for his dog but no dog appeared

4. The barrel of his gun was incrustated with rust the lock was falling off and the stock worm-eaten

5. On his way to the village he met a number of people but none whom he knew

6. The people all stared at him with equal marks of surprise and whenever they cast their eyes upon him invariably stroked their chins

7. That flagon last night thought Rip has addled my poor head badly

8. The leader a self-important old gentleman made his way through the crowd

9. Rip found the house gone to decay the roof fallen in the windows shattered and the doors off the hinges

SCHOOL NEWS—BOOK NUMBER

VOLUME II

DECEMBER JANUARY

NUMBER 2

THE FRIGATE

There is no frigate like a book
to bear you leagues away.

A BOOK REVIEW

The interesting and amusing book, *Mrs. Wiggs of the Cabbage Patch*, was written by Alice Hegan Rice. The story in a nutshell is a comparison between two women, Mrs. Wiggs and Miss Hazy. The one, Mrs. Wiggs, always looked on the bright side of life; while the other, Miss Hazy, went through life grumbling about everything that came to her. Probably Miss Hazy would have been more contented if she, as well as Mrs. Wiggs, had been married and had had a family to think of. If she had known what hard responsibilities were, she would not have been so sour when small obstacles sprang up in her way. Mrs. Wiggs thought so much of her children that she had no time to brood over her own troubles.

A LIBRARY BOOK SPEAKS

I am a library book. I live on the first shelf in the "F's." I seem to be very popular, for I am no sooner brought back than I am taken out again. Sometimes I like my trips, and sometimes I do not.

I remember one trip that I did not like at all. It was the time when a girl about fourteen years old came in and got me. When I reached her home, I saw immediately that I was

not going to like it. She treated me horribly. One time she threw me at her brother. I was sorry to hurt him but I could not help it. When I was returned to my shelf, I felt very weak. The librarian operated on me and now, although I feel better, I know that I shall never fully recover from this unfortunate experience.

FAVORITE BOOKS

I like to read stories of adventure with descriptions in them. I also enjoy books in which some one starts out a poor lad and after a hard struggle reaches the point of his ambition. Some of my favorites are: *Abraham Lincoln*, *With Boone on the Frontier*, *From Canal Boy to President*, *Tom Sawyer*, and *Treasure Island*. — Herbert.

My favorite books are those that tell stories in which an animal is nearly caught, but is cute and gets away. I can recommend: *Uncle Remus*, *Wild Animals I Have Known*, *The Jungle Book*, *Biography of a Grizzly*, and *The Call of the Wild*. — Robert.

The stories that I like are the ones which have conversation in them and which tell about characters that develop. I like: *Understood Betsey*, *The Five Little Peppers*, *Nelly's Silver Mine*, *Heidi*, *Sara Crewe*, *The Secret Garden*, *Little Women*, and *Rebecca of Sunnybrook Farm*. — Elizabeth.

[Proof-reading]

4. Proof-read your article (see Exercise 1) first for paragraphing, next for the choice of words, and then for punctuation.

8. The Adjective

I. Descriptive Adjectives

1. In your lesson on writing verse, you found that the effectiveness of a description often depends on the use of adjectives, such as those printed here:

Trees *bare* and *brown*,
Dry leaves everywhere.

2. Adjectives such as *bare*, *brown*, and *dry* are called **descriptive adjectives**. All such adjectives answer the question, *What kind?*

3. Which of the adjectives in the following stanzas are descriptive adjectives?

INDIAN SUMMER

A silken curtain veils the skies,
And half conceals from pensive eyes
The bronzing tokens of the fall;
A calmness broods upon the hills,
And summer's parting dream distills
A charm of silence over all.

The stacks of corn, in brown array,
Stand waiting through the tranquil day,
Like tattered wigwams on the plain.
The tribes that find a shelter there
Are phantom peoples, forms of air,
And ghosts of vanished joy and pain.

HENRY VAN DYKE

4. Which of the descriptive adjectives in the following

selection are placed near the noun modified and which are placed in the predicate?

The hills are white;
The rivers are dumb.
No cheery sound of bird is heard;
No chatter from the frolicsome squirrel.

5. The adjectives in *Indian Summer* show the dream-like character of Indian summer. Use adjectives to make the following selection gloomy:

A ——— wind blew from the ——— north. It shook the ——— branches of the ——— trees in the forest. It brought with it a ——— ——— rain that fell on fields, which were ——— and ———.

6. Use descriptive adjectives to make the following selection cheerful:

The ——— sun shone on the meadow. In the trees near a ——— brook ——— birds were singing. The meadow was dotted with ——— flowers. Crowds of ——— children were gathering flowers and playing ——— games.

Make a list of descriptive adjectives that might be used to make a person afraid of a tiger. Make other lists that might be used (1) to prevent a child from being afraid of a dog, (2) to make a child like a kitten, (3) to make a person overcome his dislike for a snake. Three adjectives are to be written in each list, twelve in all.

7. Exchange your lists with those made by some one else. If you receive very good lists you are to read them to the class.

8. Make a list, also, of pairs of adjectives opposite in meaning. Examples: *Sweet, sour; capable, incapable.*

II. Limiting Adjectives

1. Adjectives similar to the following point out objects or give their number:

On *the farthest* branch of *the* tree sat *two* young owls.

2. Words like *farthest*, *the*, and *two* are called **limiting adjectives**.

3. Limiting adjectives point out objects by the use of such words as *this*, *that*, *first*, *second*, *last*, *my*, *his*, *their*.¹ They express quantity by the use of such words as *some*, *few*, *many*, *three*, *five*.

4. Use limiting adjectives in making these directions definite:

Place ——— book on ——— desk in the ——— row.

Take the books from the ——— shelf in the book-case and place them on the ——— shelf.

Make the cover of the box ——— inches long and ——— inches wide.

To reach John's house, walk down Main Street for ——— blocks and turn to the right. The house is the ——— house on the ——— side.

5. Particular care must be given to the use of *this* and *that* and their plurals *these* and *those*. It is correct to say *this kind* or *that kind*, and *these kinds* or *those kinds*.

6. Complete, using *this* or *these*:

1. This sort of berry is usually sour. ——— sorts are sweet.

2. This kind of fruit ripens early. ——— kinds ripen late.

3. This kind of apple is a new variety. ——— kinds are old varieties.

4. Campers don't like ——— sort of weather.

5. ——— kind of trees will grow very tall.

¹ See note, page 382.

6. ——— sort of bushes should make a good hedge.
7. Use *that* and *those* in place of *this* and *these* in the sentences in Exercise 6.
8. Give sentences of your own, using *this*, *these*, *that*, and *those* with *sort*, *sorts*, *kind*, and *kinds*.

9. The Adverb

1. Just as an adjective helps to make the meaning of a noun clear, an adverb helps with the meaning of a verb. We get only an indefinite idea of the action in the sentence, *The child ran*, but in the sentence, *The child ran hippity-hop down the street*, we get a very definite idea.

2. With the help of the following sentences show that an adverb may be used to modify an adjective or another adverb as well as to modify a verb:

The Indian boy swam *very* well.

He swam *rapidly* across a wide river.

The water was *too* cold for the other boys.

3. Make the meaning of the following sentences clearer by the use of adverbs expressing time, place, manner, or degree:

1. The bobolinks left ——— in the fall. 2. They flew ———. 3. They traveled ———. 4. The journey was ——— long. 5. In the spring they returned ———. 6. They could ——— be heard in the meadows and pastures singing ———. 7. Bobolinks are ——— lively.

4. Make a list of ten adverbs and their opposites.
Example: *industriously*, *lazily*.

5. Adverbs, like all other modifiers, should be placed near the words which they modify. It is correct to say:

John has only one book (not John only has one book).

6. Use the word *only* in each of these sentences, telling in each case what word it modifies.

- | | |
|----------------------------|---|
| 1. John was there. | 5. Fred has one pair of shoes. |
| 2. Mary has three pencils. | 6. Tom was in the car. |
| 3. Helen went once. | 7. Robert saw a bear. |
| 4. Fred spoke to Tom. | 8. Ruth had time enough to finish her work. |

7. For further study of the adjective and adverb, see page 363.

10. Using Words Correctly

Test H. First Form. Adjectives and Adverbs

Copy and complete, using words from the list below Number 4:

1. ——— kind of apples grows in the north.
2. The men did their work ———.
3. The wind felt ———.
4. The girl looked ———.

this	good	cold	beautiful
these	well	coldly	beautifully

Complete, using words from below Number 8:

5. The girls did their work ———.
6. The boy was trying to do his work ——— well.
7. Of his two aunts Tom liked his Aunt Emily the ———.

8. Advice is ——— given than taken.

quick	real	better	easier
quickly	really	best	more easily

Chapter V — WRITING FRIENDLY LETTERS

1. A Letter Giving News

[Conversation]

1. Name some of the characteristics of a good letter; then, after reading the following letter, tell why you think the father and mother to whom it was written would be glad to receive it:

Dear Father and Mother,

I have been here only five days, but it seems five months since I said good-bye to you. On the train I kept looking out of the window, Mother, and thinking of you and I came very near being homesick.

But since I arrived here, I have been so busy with my work and play that I have not had time to feel lonely. In the first place I am on a football team. It is not *the* eleven, of course. Anyhow I'd rather be on a scrub team, for I don't have to practice so much as I should if I were on the regular team and I am not obliged to eat just certain things and nothing else. In the second place, we have three fine tennis courts and I am playing tennis every day. You can rest easy, Mother, for you know that I shall keep out of mischief if I am playing my two favorite games.

Most of the boys here are fine fellows and take a person right in. One of them I like especially, John Ericson, who was born in Denmark, but who came to this country when he was a baby. He is a senior and about a year older than I. It is strange, Father, but he says the same things that you do about work. Sometime I'll tell you more about him and the good times we have together. I haven't time now, for the supper bell has just rung, and I'm as hungry as — I used to be!

Give my best love to Bess and Margaret and Bob, and give Jack a big hug. I hope he'll not have forgotten me by the time I come home at Christmas.

Your loving son,

Paul

Exeter, New Hampshire
September 17

2. The subject of the first paragraph in the letter is Paul's tendency to be homesick. What topics are discussed in the other paragraphs? In what way does the introductory sentence in each serve as a key to the paragraph?

3. Why is it an advantage to place the address and the date at the head of a letter? Why is it permissible in friendly letters like the one quoted, to write the address and the date at the end?

4. Plan a letter to an absent schoolmate or to a former teacher. Decide (1) in what ways you can make the letter thoughtful and (2) what could be put in the letter that would be interesting or amusing.

[Written composition]

5. Before writing the letter, decide upon the plan to be followed in the use of margins and for placing the address and date; then write the letter, making it as attractive as possible. What will determine the number of paragraphs required?

6. Examine your letter first to make sure that it is correctly paragraphed and then to see that it is spaced attractively and punctuated correctly.

2. A Letter Identifying a Person

[Conversation]

1. Sometimes it is necessary to describe a boy so that

a person who has never seen him might pick him out of a crowd in a railway station. Name other instances when a description might be needed by which to identify a person.

2. Send a messenger to some teacher in your building, asking her to send a child to your room on an errand. The child is not to stay in the room more than half a minute, but during that time you are to pick out the characteristics by which the child could be identified.

3. Study the following letter to find in what way it is excellent:

432 Midland Avenue
Edgemere, New York
October 18, 1928

Dear Uncle John,

You are very kind to offer to meet me, since Auntie cannot. As you have never seen me, I will tell you how I shall look so that you may know me at the station. It would be dreadful if you took the wrong girl home and gave her all the good times that you have promised me.

I am small for thirteen and rather thin. My hair and eyes are brown, and my nose has brown freckles to match. My mouth is rather big, but I have good teeth. I shall wear a dark blue hat with a pink rose on it, a blue serge dress, pink coral beads, and brown shoes. My traveling bag is brown.

Mother sends love to you and Auntie, and I do, too.

Your affectionate niece,
Marion Carter

[Written composition]

4. Choose a schoolmate with whom to exchange letters. Write a description in a letter to him by which

he might identify some member of your class. If the schoolmate recognizes the one whom you had in mind, he is to write the name of the person on the letter.

3. A Letter Expressing an Opinion

[Written composition]

1. Imagine that some friend has written to you asking your opinion on one of the following subjects. Write a letter in reply.

- A good book to take with one on a trip
- The value of belonging to —— Club
- A good way to spend a winter vacation
- The best way of entertaining guests at a birthday party
- A good way to occupy one's time when in quarantine
- How to help a person overcome shyness
- How to make friends
- How to stop a quarrel
- How to entertain one's younger brothers and sisters

2. Proof-read your letter with the directions on page 409 in mind.

4. A Travel Diary

[Written composition]

1. Very often in traveling a person keeps a diary which he sends home by installments in place of letters. The following is the first part of such a diary kept by an eighth-grade boy who, while crossing the continent, wrote it to send to his class at school.

Feb. 8. To-day we crossed several high trestles from which we could look down into canyons hundreds of feet deep, but in general we have been traveling through the sagebrush land in eastern Washington and the views have been monotonous.

Feb. 9. This morning by mistake I got up an hour too early. I heard the porter tell a man that it was seven o'clock and so I dressed myself and climbed out of my berth, but afterward I discovered that, although I had gone to bed by Pacific time, I had got up by Mountain time and so had lost an hour's sleep.

We have had fine scenery to-day, for we have been traveling through the mountains. Some of the rocks look like brick walls, only they are too rough; others are prettily colored in reds, blues, and yellows. At one place we went through eighteen tunnels within twenty miles. About noon we passed a sign marked "Continental Divide." At this point we were 6632 feet above sea level.

Feb. 10. We finished the route through the mountains last night and to-day we have been going through snowdrifts in South Dakota. In one drift the pilot on the engine broke and we had to wait five hours for another engine. At dinner we hit a good many big drifts, making the train jerk badly. At one table there was a great deal of trouble. A cup of hot coffee tipped over and just missed a woman. A little boy twice spilt his milk all over himself and then his glass broke, so they got him some other food. I was lucky, for nothing of mine fell over, but after I left, my table tipped over. We left the broken engine at McIntosh, where we changed for another good one, but we had not gone far before we discovered that the pilot on one of the new engines was broken and the pilot on the other was bent under. Since then we have been traveling slowly. We are now eight hours late.

2. Write two or three sections of a diary telling of real or imaginary experiences on a trip, camping out, or having good times at home.

3. The members of your class may know of some one who would be interested in seeing a diary of your school. If this is so, they may appoint a classmate

to keep the diary for a week, and then, from day to day, they should decide what should be recorded.

4. Proof-read your diary carefully (see Exercise 2).

5. Using Words Correctly. Review for the First Half Year

Test F. Second Form. Sixteen Common Errors

Copy and complete, using words from the list below Number 5:

1. In trying to escape his pursuers, the boy —— as swiftly as a deer.

2. The boys on the team —— their practicing regularly.

3. The train had —— before the men reached the platform.

4. A scream —— from the deserted house.

5. The boys —— an owl hiding among the rafters.

run	did	gone	came	seen
ran	done	went	come	saw

Use pronouns to complete these sentences:

6. The boys knew that the umpire knew as much as _____.

7. A package came addressed to my brother and _____.

8. —— and —— will divide our earnings.

9. Mary's book was lost, but she knew that it was not —— who had lost it.

10. My uncle and —— are planning to take a trip in an aeroplane.

Complete, using a word that makes sense:

11. Have you my pencil? No, I —— it.

12. Is every one ready to study? No, Ned —— no book.

Complete, using words from the list below Number 16:

13. Will the boys all be present? Yes ———.
14. In asking permission, Albert should have said, "——— I go now, please?"
15. Will you wait, or ——— I?
16. John likes to read, but his brother ——— enjoy it.

sure	may	will	don't
surely	can	shall	doesn't

Test G. Second Form. Singular and Plural Verbs

Copy and complete, using *is* or *are*:

1. The plans for the entertainment ——— complete.
2. One of the girls ——— to have charge of the work.
3. Either John or his brother ——— to print the tickets.
4. There ——— two entrances to the hall.
5. Fifteen cents ——— the price of admission.

Complete with *was* or *were*:

6. We met several people at the station who ——— going to New York.
7. Every one who ——— going bought an excursion ticket.
8. There ——— only three trains a day.
9. ——— you at the station?
10. A man with an assistant ——— busily at work.
11. A ship, loaded with a cargo of lathes and shingles, ——— wrecked at sea.
12. Neither the captain nor the crew ——— lost.

Test H. Second Form. Adjectives and Adverbs

Copy and complete, using words from below Number 4:

1. The echo sounded ———.
2. The boy's health was better. He was feeling ———.

3. The apples were —— ripe.
 4. Of my two cousins Henry is the ——.
- | | | | |
|---------|------|--------|--------|
| faint | good | real | older |
| faintly | well | really | oldest |

Complete, using words from below Number 8:

5. I do not like —— kind of moving pictures.
 6. The car turned the corner ——.
 7. The work was —— planned than done.
 8. John did his work —— than Henry.
- | | | | |
|-------|--------|-------------|--------------|
| that | slow | easier | quicker |
| those | slowly | more easily | more quickly |

6. Sentences. Simple, Complex, and Compound

Sentences vary in length and structure in accordance with the ideas they express. Short sentences are adapted to some ideas, and longer sentences to others. Notice how the following sentences differ:

The bear came toward the children. As he approached the log, Claude's little sister began to scream.

"Look! look!" cried Claude; "he's caught in the mud."

Sure enough, the bridge sank under the big bear, and there he was, fast in the mud. He heaved and plunged until he got two paws upon the log, but he could do no more. He stood looking at the children with a sleepy and gentle stare.

"Please, Mr. Good Bear," said Claude, "won't you get up and go away?"

Never a word answered the bear. He blinked his eyes and that was all.

I. The Simple Sentence

1. The following sentence is a **simple sentence**; that is, it contains but one subject and predicate:

The bear came toward the children.

2. Although a simple sentence is composed of a single question or statement, it may contain more than one important idea. Any part may be duplicated, such, for example, as the subject or the predicate, provided that the parts still form a single question or statement.

3. Which of the following sentences has more than one subject? Which has more than one predicate?

Claude and his sister screamed.

The boy carried his sister to the log and crawled up beside her.

4. Find in each of the following sentences the part duplicated — the word subject, the verb, the object of the verb, the object of a preposition, an adjective modifier, or an adverbial modifier:

1. Again and again the boy shouted. 2. The screaming of the little girl and the shouting of the boy made a deafening noise. 3. The bear stood looking at the children with a sleepy and gentle stare. 4. The boy looked at his treasured cake and the sugar on it. 5. Then he raised the cake and threw it at the bear. 6. The bear grunted and raised himself on his hind legs ready to catch the cake. 7. The owner and his helpers captured the bear and rescued the children.

5. Form simple sentences out of each of the following groups:

1. The outgoing tide left the water in the harbor shallow. It made a little island approachable.

2. I crossed a narrow stream to the island. My brother too crossed it.

3. We played on the rocks. We hunted for crabs and sea-urchins.

4. We forgot about the incoming tide. We forgot about the danger of being cut off from the mainland.

5. Some men on shore saw our danger. Some boys saw it too. Both shouted to us.

6. The water had cut us off from the shore. It left us marooned on the little island.

II. The Complex Sentence

1. In the lesson on page 233 you learned that we can often improve the sentences that we use by bringing our ideas into closer relation. Instead of saying, *We went for a drive on Saturday. We were caught in a storm*, we say, *When we were driving on Saturday, we were caught in a storm*.

2. Notice that the sentence just given is made up of two clauses. The clause, *we were caught in a storm*, contains the main, or principal, idea in the sentence and for that reason is called the **principal clause**. The clause, *when we were driving Saturday*, contains a subordinate, or less important, idea and is called a **subordinate clause**. Which kind of clause makes complete sense by itself? Which does not make complete sense?

3. Examine each of the following clauses and decide whether or not it could be used as the principal clause of a sentence. Which clauses show by the words that introduce them that they were intended for subordinate clauses?

Before the sun had risen

The wind was from the east

A gray mist covered the valley

Since the voyage was a long one

Who had sailed around the world

The airplane disappeared from sight

When the goal was reached

Although there was danger

The mountains were high

If there had been a brighter light

4. A subordinate clause is sometimes placed after the principal clause, sometimes before; and at other times it is inserted within the principal clause.

Following the principal clause: The trees grew tall *where the soil was fertile*.

Preceding the principal clause: *Although it was late spring*, the weather was cold.

Inserted within the principal clause: The stream, *which was swift*, made its way down the mountain side.

5. A sentence that contains a principal clause and one or more subordinate clauses is called a **complex sentence**.

6. How many principal clauses has each of the following sentences? How many subordinate clauses has the first? How many has the second? Why are both sentences called complex sentences?

1. The boat entered the harbor as the sun was setting.
2. When the cannon was fired, the men started on the voyage which was to take them around the world.

7. Prove that each of the following sentences is a complex sentence. Name first the principal clause in each sentence and then the one or more subordinate clauses.

1. If you visit the zoo in New York City, you will see many interesting sights.
 2. The monkeys, which are kept in clean cages, are full of comical tricks.
 3. When the day is hot, the elephants plaster themselves with mud.
 4. The bears will catch and eagerly devour peanuts if you toss them any.
 5. If you visit the lion house, you may be frightened by the roar of tigers and lions that are kept there.
 6. The alligators, which bask in the sunshine or lie hidden in a pool of water, are very ugly beasts.
 7. Many of the beautiful birds in the bird house came from the tropics, where birds of gorgeous plumage are common.
8. What words are often used in introducing sub-

ordinate clauses? Make a list of the words that are used in this way in Exercises 3 and 7.

9. A subordinate clause placed at the beginning of a sentence is usually set off by a comma unless it is very brief.

Although the village was small, the people were proud of it.

10. In which of the following sentences are commas needed?

1. After the boat was stranded on the beach the cabin had been made into a little house.

2. When the door was shut we sat around the cosy fire.

3. The old fisherman struck the table with a heavy blow whenever any one referred to his goodness.

4. As slumber gradually stole over me I heard the wind howling out at sea.

5. If I had returned from a trip around the world my aunt could not have greeted me more cordially.

6. We watched the sea until it became calm.

11. A subordinate clause is sometimes merely descriptive or explanatory, and for that reason may be omitted from a sentence without vitally changing the main idea expressed. Such a subordinate clause is set off from the rest of the sentence by one or more commas.

Theodore Roosevelt, who believed in reading, often read as many as several hundred books a year.

12. Tell where commas belong in the following sentences:

1. At Mount Vernon which is situated on the Potomac Washington spent his last days.

2. The President of the United States lives in the White House which stands at one end of Pennsylvania Avenue.

3. Thomas Jefferson who believed in democratic simplicity was the third president of the United States.
 4. The book told the story of George Rogers Clark who was a famous pioneer.
 5. Marquette who came to this country in early days was a missionary among the Indians.
 6. Benjamin Franklin who was famous for his shrewdness was sent as an ambassador to France.
13. Give the reason for each comma in Exercise 7.
14. Compose complex sentences of your own similar to those in Exercise 4. You may describe, if you wish, a house and its surroundings. What care will you take in punctuating the sentences?

III. The Compound Sentence

1. Find the number of principal, or independent, clauses in each of the following sentences:

In summer the children played near the canals; in winter they used the canals for skating.

The weather was mild and serene, the sky clear, the waves were transparent, the dolphins played across the bows, the air was warm, and the perfumes from the distant islands seemed to rise from the foam on the water.

A sentence that is composed of two or more clauses, each of which makes complete sense by itself, is called a **compound sentence**.

2. Prove that each of the following sentences is a compound sentence:

The wind blew and the rain fell.

The orioles had flown south, but the robins were still flitting about the garden.

You may stay at home, or you may go for a drive.

Note. Since the conjunctions *and*, *but*, *or*, and *nor* are used in com-

pound sentences to join parts of equal rank, they are called **coördinate conjunctions**. *Coördinate* means of equal rank.

3. Each complete statement in a compound sentence is sometimes spoken of as a *member* of the sentence.

4. Notice that the members of the compound sentences in Exercise 1, when they are taken separately, form simple sentences. Which member of the following sentence, when it is taken by itself, is a complex sentence?

When the captives came before the king, they begged for mercy; but no mercy was granted them.

5. Prove that each of the following sentences is a compound sentence by reading the members of which it is composed and classifying them:

1. The musician played a lively tune, and the children danced a merry dance.

2. The sun rose slowly from behind the hills, but the air remained chilly.

3. When the piper stepped into the street, he blew three shrill notes on his pipe; and straightway the rats came running.

4. I arose in the morning when the birds began to sing, and at night I slept when the sunset overtook me.

5. A cat was tearing at the door, and there was a sound of gnawing rats beneath the hearthstone.

6. The lion that was kept in a cage near the door roared because the keeper did not bring his food, and the hyena laughed until he set all the animals around him in an uproar.

7. One has only to sit quietly in fields and woods, and the birds, animals, and insects will come to him; and, after his eyes get used to the light, he will find pleasant surprises among the plants and flowers.

6. With the help of the rules given below explain the punctuation of each of the following sentences:

The money was put into separate envelopes, and the envelopes were all put into a wooden box.

The girl worked quietly, but she did her work well.

The clock struck twelve, the whistle blew, and every one left the office.

Use a comma:

To separate the members of a compound sentence joined by the coördinate conjunctions *but*, *or*, *nor*.

To separate the members of a compound sentence joined by *and* if the subjects of the members differ; otherwise use no mark.

To indicate the omission of the word *and* in a series of statements.

7. Use the rules below to explain the use of the semicolon in these sentences:

The man was not obliged to give the information; therefore he refused to answer the question.

In winter the business flourished; in summer there was not much to do.

Although the flight was a dangerous one, the aviator undertook it; but he was wise enough to choose the right season of the year for it.

Use a semicolon:

To separate members of a compound sentence joined by *nevertheless*, *moreover*, *however*, *also*, *therefore*, or by some other word that shows a marked change of thought.

To separate the members of a compound sentence where no connective is used, or when in one or more of those members commas have been used.

8. The rules in Exercises 6 and 7 may be summed up in this one rule: Use a comma to indicate a slight change of thought between the members of a compound sentence, and a semicolon to indicate a marked change.

9. Tell what mark should be used to separate the members of each of the following sentences:

1. The ship proved to be a good ship the crew were capable seamen and the captain thoroughly understood his business.

2. The plunge of our anchor sent up clouds of birds wheeling and crying over the woods but in less than a minute they were quiet again.

3. Here and there were flowering plants unknown to me here and there I saw snakes.

4. Just then the noise of horses topped the rise and four or five riders came in sight in the moonlight and swept at full gallop down the slope.

5. The sign was newly painted the windows had neat red curtains and the floor was cleanly sanded.

6. One path led over flowery meadows toward the darkening distance the other passing over rough stones and rugged furrows lost itself in the glowing sunset.

10. Give compound sentences of your own illustrating the rules in Exercises 6 and 7. If you wish, you may tell about some country that you have studied in geography.

11. For further study of the sentence, see page 374. For a study of connectives, see page 375.

7. Mastery of the Sentence. Test No. 4

[Recognition]

Write on a paper the number of each group of words that forms a complete sentence:

1. In a ball game before school
2. For the work was only half done
3. Trees grew near the river
4. The children playing in the field
5. The girl had no one to help her
6. The boy hung his head and perspired, though he knew that his laughter ,

7. The old man that left the house early in the afternoon

8. Mary Ann washed her face at the pump on that May morning when her aunt came to take her away

[Writing in sentences]

Find the ends of the sentences; then copy the paragraph, using capitals and periods where they are needed:

9. At last this dreadful darkness disappeared like a cloud of smoke the real day returned and even the sun shone out though with a lurid light every object presented to our eyes seemed changed all were covered deep with ashes as with snow the earthquakes still continued however my mother and I notwithstanding the danger had no thought of leaving the place.

[Appreciation of excellence]

Write the number of the paragraph that contains sentences which are clear in meaning and which at the same time sound well:

10. Bagheera was a black panther. He was known by everybody. Nobody cared to cross his path. He was as cunning as a jackal. He was as bold as a wild buffalo. He was as reckless as a wounded elephant. But he had a voice as soft as wild honey dripping from a tree. His skin was softer than down.

11. Everybody knew Bagheera, the Black Panther, and nobody cared to cross his path; for he was as cunning as a jackal, as bold as the wild buffalo, and as reckless as a wounded elephant. But he had a voice as soft as wild honey dripping from a tree, and a skin softer than down.

12. Bagheera the Black Panther, known by everybody! Yet his path nobody cared to cross. How cunning! As cunning as a jackal. How bold and how reckless! He was as bold as the wild buffalo and as reckless as a wounded elephant. If honey would be dripping from the trees it would be no softer than his

voice and down is soft but soft as down is it was no softer than his skin.

[Punctuation]

Copy these sentences, punctuating each in a way that will make the meaning clear:

13. King Alfred was the wisest the bravest and the best of the kings

14. When Alfred came to the throne the Danes were trying to conquer England

15. The Danish army surprised the English and King Alfred and his men were forced to hide

16. At one time King Alfred who was disguised as a harper entered the Danish camp

17. The foe is busy O King said the messenger and they light no camp fires

[Composing sentences]

Make one sentence out of each of the following groups of sentences. You may leave out words and add others, but you must not change the thought.

18. The ship sailed down the St. Lawrence. It sailed north of Newfoundland.

19. The ship was loaded with grain. The grain was to be carried to Liverpool.

20. There were many icebergs along the route. The ship reached its destination in safety.

21. In the summer and fall the ship took the northern route. It took this route after the danger from icebergs was past. In the spring it took the southern route.

22. The captain of the ship was an old sailor. He had crossed the ocean many times. He had been through many storms. He had encountered many dangers.

Standard score: *Fair* 11-13 correct exercises; *good* 14-15; *excellent* 16-22.

Chapter VI — STORIES OF FRIENDSHIP

1. Bread Cast upon the Waters

[Conversation]

1. In the Bible there is a verse which reads, "Cast thy bread upon the waters: for thou shalt find it after many days." The truth expressed in the verse is contained also in the fable of the lion and the mouse and in the familiar story of Androcles and the lion. In each story the bread (a favor) is returned.

2. How can you end the following story so that it will express the same idea as that expressed in the Bible verse?

THE INDIAN AND THE WHITE MAN

An Indian, worn out with hunger, once entered a village inn and asked for food. The landlord, upon finding that the Indian had no money, called him an idle beggar and told him to be gone. But a kindly man spoke in the Indian's behalf, saying, "Let him eat what he needs, and I will pay for his dinner."

Many months later the men in the village were taken prisoners by the Indians, who were on the warpath. The men were carried to Canada and there condemned to death.

3. Titles like the following might be used for stories which also tell how "bread cast upon the waters" was returned. What others can you suggest?

The Lost Child
Befriending a Dog
Kindness Rewarded

A Boy and a Stranger
A Boy and a Peddler
The King and the Beggar

[The three parts to a story]

4. Every really good story (as you learned in the les-

son on page 96) leads to one main event, or climax. The introduction prepares the listener for what is coming; the middle of the story gives the events that lead to the climax and the climax itself; and the conclusion tells what happened afterward.

5. In telling the story of the Indian and the White Man, what could you have for the climax to the story? What should you tell in the introduction? In the conclusion?

[Telling a story]

6. Choose a, b, or c and plan a story showing how bread cast upon the waters was returned. Give your plan to the class, and then, if you are chosen to do so, you are to tell your story.

a. Select one of the titles in Exercise 3 or use one of your own.

b. Pretend that you are one of the characters in the story of the Indian and the White Man.

c. Refresh your memory of one of the stories mentioned in Exercise 1 by re-reading the story.

2. Putting Yourself in his Place

[Conversation]

1. Many people have the gift of understanding what their friends need. They are able to put themselves in the place of another person and to treat him as they themselves would like to be treated. What might such a person do or say to be helpful to each of the following boys and girls?

To a boy (or girl) who lacks self-confidence and is afraid to accept a club office to which he has been elected.

To a small boy who is bullied by a large boy.

To a boy who is crippled and cannot keep up with the other boys in their sports.

To a girl whose standing in her studies is low and who is sensitive. She lacks confidence in herself because other children laugh at her mistakes.

To a shy girl who enters a new school. She has a fine character, but is poorly dressed. Most of the pupils are slow in getting acquainted with her.

To a person who needs to have his mind turned from his troubles.

2. After you have read the following story, be ready to express your opinion of Aunt Doleful's way of showing friendship to the sick woman whom she calls Cornelia:

AUNT DOLEFUL'S VISIT

How do you do, Cornelia? I heard you were sick, and I stepped in to cheer you up a little. My friends often say, "It's such a comfort to see you, Aunt Doleful. You have such a flow of conversation, and are *so* lively!" Besides, I said to myself as I came up the stairs, "Perhaps it's the last time I'll ever see Cornelia Jane alive."

You don't mean to die yet, eh? Well, now, how do you know? You can't tell. You think you are getting better; but there was poor Mrs. Jones sitting up, and every one saying how smart she was, and all of a sudden she was taken with spasms in the heart and went off like a flash.

But you must be careful and not get anxious or excited. Keep quite calm and don't fret about anything. Of course things can't go on just as if you were downstairs; and I wondered whether you knew your little Billy was sailing about in a tub on the mill pond, and that your little Sammy was letting your little Jimmy down the veranda roof in a clothes basket.

Goodness! What's the matter? I guess Providence'll take care of them. Don't look so. You thought Bridget was watching them? Well, no, she isn't. I saw her talking to a man at the gate. He looked to me like a burglar. He'll get in and murder

you all. There was a family at Murray Hill killed last week.

3. In the first paragraph of the story Aunt Doleful tells of the "cheerful" purpose of her visit. How does she carry this out?

4. Why is the story written in four paragraphs? What is the topic of each? How are the last three paragraphs related to the first?

5. If you were to add another paragraph to the story in which you had Aunt Doleful tell of a calamity that might happen to the woman's husband, what should you say? Could you make this the climax of the story?

6. A person opposite in character to Aunt Doleful might be called Aunt Cheerful. In telling a story about Aunt Cheerful, what could you have her say when she visits a sick mother?

[Writing a story or a dialogue]

7. Use one of these suggestions to help you prepare a paper:

a. Sum up in a few sentences the class discussion on ways of showing consideration (see Exercise 1).

b. Pretend that you overheard Aunt Doleful's conversation. Write the story of her visit, making it as funny as you can, but before writing decide what paragraph topics you will keep in mind.

c. Make up a new part to the story of Aunt Doleful's visit.

d. Write a story called *Aunt Cheerful's Visit*.

e. Make up a story about one of the persons mentioned in Exercise 1; then write it.

f. Write in dialogue form a conversation between two friends and a sick schoolmate whom they are visiting. Have the friends be considerate in what they say.

[Practice in punctuation]

8. Classify each sentence as simple, complex, or compound, and explain the punctuation:

1. A true friend is considerate, kind, and thoughtful.
2. We make new friends whom we learn to love, but they seldom take the place of old ones.
3. When friendships are real, they are not made of glass threads or frostwork.
4. Damon, the friend of Pythias, was willing to die for him.
5. The King, who had imprisoned Pythias, pardoned him.

9. Copy and punctuate:

1. Her voice was ever low and pleasant an excellent thing in a woman
2. If a person is intrusted with a secret he should guard it carefully
3. We talk of choosing friends but friends are self-selected
4. The boy a fairweather friend deserted his companion in time of need
5. Roland and Oliver who were equally matched fought a duel which neither could win

[Proof-reading]

10. Proof-read your paper (see Exercise 7, page 284) first for paragraphing and then for punctuation.

3. Book Club Meeting — Old Favorites

Almost every person has one book that he enjoys reading over and over again. Some choose *Tom Sawyer* or *Treasure Island*; others like to re-read such books as *Little Women*, *Heidi*, and *Rebecca of Sunnybrook Farm*.

Name your favorite book, and then with the help of the following list make suggestions for a book club pro-

gram in which members of the club tell incidents from favorite books:

The Race. *Hans Brinker*

Whitewashing the Fence. *Tom Sawyer*

The Show. *Penrod*

The Circus. *Rebecca of Sunnybrook Farm*

The Excursion to Sandpeep Island. *A Story of a Bad Boy*

The Combat between Roland and Oliver. *Story of Roland*

Damon and Pythias. *Old Greek Stories*

Blind Bertha and Caleb. *The Cricket on the Hearth*

The Bishop and the Candlesticks. *Les Miserables*

In preparing a story, each person on the program should keep in mind what he has learned about storytelling. He should select a short incident to tell. He should then be careful to make the situation clear in the introduction, to make the story lead to one main event, and to see that the end brings the story to a satisfactory conclusion.

4. Pronouns

I. Personal Pronouns

1. Since errors occur more frequently in the use of the pronoun than in any other part of speech except the verb, careful attention should be given to its use.

2. Find the pronouns in the following selection:

The ruler laughed. "That is a strange request," said he. "Of course you will escape and never come back."

At that moment Damon stepped forward. "I am his friend," he said. "I will stay in prison till he returns."

3. Notice that the pronouns printed in italics stand for different persons:

The person speaking: *I* am his friend.

The person spoken to: Of course *you* will escape and never come back.

The person spoken of: I will stay in prison until *he* returns.

4. Pronouns like *I*, *you*, and *he* are called **personal pronouns**.

A **personal pronoun** is a pronoun which shows by its form whether a person is speaking, is spoken to, or is spoken of.

II. Interrogative Pronouns

1. The pronouns printed in italics in the following sentences are interrogative pronouns:

Who took Pythias' place in person?

Which is the right direction?

What are we to do?

An **interrogative pronoun** is a pronoun used in asking a question.

2. How can an interrogative pronoun be told from a personal pronoun?

III. Case of Pronouns

1. Certain pronouns show by their form the relation that they bear to other words in a sentence. These relations, or uses, are sometimes spoken of as different cases. The pronoun *I*, for example, has one form when it is used as the subject of a verb and another form when it is used as the object of a verb or of a preposition.

As subject: *I* am going away.

As object: The postman met *me*. He gave a letter to *me*.

2. Since a pronoun used as a subject names that of

which something is said, it is in the **nominative**, or "naming," case. A pronoun used as the object of a verb or of a preposition is in the objective, or **accusative case**. Notice these forms:

<i>Singular</i>	<i>Plural</i>
Nominative: I	Nominative: we
Accusative: me	Accusative: us

3. The words printed in italics in the following sentences show the three most common uses of a pronoun in the nominative case. Can you tell what these uses are?

I wrote a letter.

My brother is taller than *I* (am).

It was *I* who spoke.

4. With the help of the words printed here in italics, find three common uses in which a pronoun is said to be in the accusative case:

One of the lower branches of the tree hit *me*.

My father gave *me* (to me) a book.

A letter was sent to *me*.

Note. For other uses requiring the nominative and the accusative cases see pages 382-383.

5. Tell which of the following forms should be used when a pronoun is in the nominative case and which should be used when it is in the accusative case:

he	she	they	who
him	her	them	whom

6. Which of the pronouns printed here in italics are in the nominative case because they are used as subjects of verbs, expressed or understood? Which are predicate nominatives?

1. *I* sit near John and Mary.
2. *He* draws better than *I*.
3. *She* writes well.
4. *They* both study hard.

5. My sister and *I* play together. 6. Sometimes *we* run races. 7. *She* is quicker than *I*. 8. *Who* wins the race? 9. Is it *she*? 10. Robert thought that it was *he* who was to blame. 11. Mary and *I* sent a box of candy. 12. It was *I* who mailed it.

7. Which pronouns in the following sentences are in the accusative case because they are used as objects of the verbs given? Which because they are objects of prepositions expressed or understood?

1. The boys carried a gun with *them*.
2. As the men passed a tall tree, the lightning struck *them*.
3. Helen's father gave *her* a present.
4. The child's brother comforted *him* when he was hurt.
5. When it was time for him to wake up, the boy's brother shook *him*.
6. The girl's mother made *her* a birthday cake.
7. The boys in our team were stronger than the ones playing against *them*.
8. To *whom* did Tom speak?
9. The child's brother went to school with *her*.
10. Robert's cousin sent *him* some stamps for his collection.

8. Can you give the rule governing the case of each pronoun printed below in italics?

1. *I* will stay in prison until Pythias' return.
2. I am willing to die for *him*.
3. Is it *he* who is returning?
4. As Pythias drew near, the guards saw *him*.
5. The ruler gave Damon and *him* their freedom.

9. Notice that the pronouns printed in italics in the following sentence express ownership.

This pencil is *mine*; that one is *yours*.

Pronouns like *mine* and *yours* denoting possession are said to be in the **genitive case**.

Note. The pronouns *my*, *our*, *his*, *her*, *their*, and *its* are used as possessive adjectives and are without case.

10. Find in the following sentences (1) the possessive adjectives and (2) the pronouns that are in the genitive case:

1. This is my book; that one is yours.
2. Ruth has John's pencil and he has hers.
3. Tom lost his knife and has borrowed mine.
4. Is this ball yours?
5. Frank has my cap. Where is his?
6. The girls cared for their cousin's dog; and their cousin cared for theirs.

IV. The Pronoun and its Antecedent

1. Find the word for which each pronoun printed in italics stands:

The boy said that *he* had lost his knife.

The men knew that *they* must hurry to get their train.

The girl apologized by saying, "*I* am very sorry."

Note. The word for which a pronoun stands is called its **antecedent**. *Ante* means *before*, *cedent* comes from a word meaning *going*. *Antecedent* means *that which goes before*.

2. Find the antecedent of each pronoun:

The children said, "We will be careful."

"I will help you," said the boy to the woman.

The girls knew that they were to have charge of the meeting.

3. Notice that when the antecedent of a pronoun is singular in number, the pronoun is singular; and when the antecedent is plural, the pronoun is plural.

A pronoun agrees with its antecedent in number.

4. In the application of this rule particular attention must be paid to pronouns used as possessive adjectives. It is correct to say:

Each of the boys is to bring *his* book to class.
All of the boys are to bring *their* books to class.

5. Complete the following sentences; then give other pairs of sentences illustrating the rule:

1. The soldier lost his weapon. The soldiers lost _____ weapons.

2. The boy found his friend. The boys found _____ friends.

3. The girl met her aunt. The girls met _____ aunt.

4. Neither John nor Tom has his bicycle with him. Both boys have _____ bicycles with them.

5. Any one who wishes to may bring his best friend with him. All who wish to may bring _____ best friends with them.

6. Name the antecedent of each pronoun printed in italics and give the reason for the number of the pronoun:

1. Each of the children did *his* best.

2. Every one of the girls has *her* work to do.

3. All of the boys are to bring *their* books with them.

4. Any one in the class may go to the meeting if *he* wishes to.

5. Neither of the boys has *his* work finished.

7. Copy and complete, using expressions from the list below Number 4:

1. The boys' friends received _____ letters.

2. Each of the girls sent a postal card to _____

3. Neither of the boys had heard from _____

4. Not one of the crowd had brought _____

his	their mothers	their father	his watch
their	her mother	his father	their watch

8. Use the words from below Number 3 to complete these sentences:

1. Every one in the class is to take ——— work home.
2. Any one may succeed if ———.
3. Each one in the school is to do ———.

their	they wish to	his part
his	he wishes to	their part

9. For further study of the pronoun see page 377.

5. Using Words Correctly

Test I. First Form. Personal and Interrogative Pronouns

Copy and complete, using words from the list below Number 6:

1. The boy gave Mary and ——— a book.
2. The work was divided between my brother and ———.
3. The boys are on the playground. Was it ——— whom you saw?
4. The runaways, Tom and ———, decided to return.
5. Frank is no worse than you or ———.
6. My father and ——— were in the boat.

her	I	they	him	I	him
she	me	them	he	me	he

Complete, using words from below Number 12:

7. Ruth's mother met Helen and ———.
8. Margaret wishes to know ——— is going with her.
9. ——— did you meet?
10. Every one of the boys has ——— work to do.
11. Neither of the girls had ——— papers ready.
12. Any one can do better if ——— to.

she	who	who	his	their	he chooses
her	whom	whom	their	her	they choose

Chapter VII — STUDIES IN CONSERVATION

1. The Beauty of our Country

America is noted for the variety and beauty of its scenery. Our mountains, glaciers, lakes, rivers, canyons, waterfalls, hot springs, big trees, prairies, and sand dunes, have few, if any, rivals in the world; but as yet, we Americans are behind Europeans in the appreciation of natural beauty.

To aid your class in developing a better understanding of these national assets, try not only to follow the suggestions for talks given in the succeeding lessons, but also to make collections of pictures that can be posted on a bulletin board. Secure, if possible, pictures of our national parks, our forests, and our native wild animals and birds.

2. Preservation of Wild Life

[Conversation]

One thing that adds to the interest of American woods and fields is the wild life found in them, that of both birds and animals. To preserve this life, Americans have formed societies for its protection and set aside parks and other regions as sanctuaries in which wild creatures may live undisturbed.

1. The following selection will give you some idea of one of these famous sanctuaries:

Many years ago our Government wisely set aside the headwaters of the Yellowstone to be a sanctuary of wild life forever. In the limits of this great wonderland no violence was to be offered to any bird or beast,

no ax was to be carried into its primitive forests, and the streams were to flow forever unpolluted by mill or mine. All things were to bear witness that such was the West before the white man came.

The wild animals quickly found out all this. They soon learned the boundaries of this unfenced Park, and, as every one knows, they show a different nature within its sacred limits. They no longer shun the face of man, they neither fear nor attack him, and they are even more tolerant of one another in this land of refuge.

Peace and plenty are the sum of earthly good; so, finding them here, the wild creatures crowd into the Park from the surrounding country in numbers not elsewhere seen.

THOMPSON-SETON. *Adapted.*

2. The titles given here would make interesting subjects for talks on the preservation of wild life. What others can you suggest?

Why Bird Life should be Preserved
 The Preservation of Fur-Bearing Animals
 Interesting Ways of Wood Folks
 What would Happen if All Birds were Exterminated
 The Cruelty of Trapping
 Some Famous Sanctuaries
 What Canada has Done for the Buffalo
 What our Government is Doing to Preserve Wild Life

[Using an outline]

3. In making a report of the selection in Exercise 1, you might use the following paragraph topics: (1) The ruling made by the Government to preserve wild life in the Yellowstone Park, (2) The effect of the sanctuary on the wild animals, (3) The numbers that flock there. What topics could you use in a talk contrasting the future of the country with and without sanctuaries for wild life? In a talk on the preservation of fur-bearing animals?

[Giving a talk]

4. Be ready to do one of the following things:

a. To give a talk based on a topic suggested by one of the titles in Exercise 2 or a similar topic.

b. To give a description of wild life in Yellowstone Park.

c. To contrast the future of the country with and without sanctuaries for wild life.

d. To make a report to your class of the part of *The Biography of a Grizzly* that tells the story of Wab's adventures in Yellowstone Park.

e. To tell briefly the story of *The Birds of Killingworth*, written by Henry W. Longfellow.

5. Before giving your talk, see that you have your outline well in mind. You should be able to announce your paragraph topics if you are asked to do so.

3. Preservation of Plant Life

[Conversation]

1. We all know of the need of preserving our forests not only for their valuable timber, but also for the protection that they give the headwaters of the streams that affect our water supply. Tell at least one thing that is being done to prevent forest fires.

2. What do the following paragraphs tell you about our wild flowers? What is your own feeling on the question of their extermination?

In the far-off times news was carried over land and sea by messengers. When the messenger brought good news he was rewarded; but often one who brought bad news was killed.

If this seems cruel and unjust, what could be said for a king who killed the bringer of good news? Yet many kind and intelligent people are doing this every spring. For after the long, dark winter, messengers come steal-

ing into the bleak woods to announce that spring is on the way. A heap of dead leaves suddenly sends out a breath of delicious perfume, through the brown flashes a gleam of white; trailing arbutus, braving chill wind and late frosts, has come to announce that summer is on the way. And what is its reward? Why, crowds of "nature-lovers" rush to the woods, tear up the brave little flower, and take it away! And because they not only pick the flowering stems, but carelessly pull out the long creeping stem from which new buds grow, this "sweetest flower that grows" is rapidly being exterminated.

This is true of other flowers. There is a silent, melancholy exodus all over our country; up from the dales, down from the hills, the flowers are going. In the Northeastern States white and yellow dog-tooth violets, crested iris, Dutchman's breeches, Jack-in-the-pulpit, bluebell, ground pine, holly, and maiden hair fern are leaving; in the South Venus' fly-trap, turkey bread, swamp pink, rhododendron, and mountain laurel. California is losing the torton berry; the Middle West, the anemone; the Rocky Mountain region, the wild columbine, white crocus, mariposa lily, coral root, larkspur, and the scarlet snow-plant. From every State wild lilies are being exterminated, and pitcher plants, and all the beautiful orchids—pink or yellow ladies' tresses, purplish orchis, and yellow and purple orchis. Every year more flowers swell the ranks of the out-going.

ETHEL BLAIR JORDAN. *Adapted.*

3. If, to the selection in Exercise 2, you were to add a paragraph beginning "But these plants can be saved!" what should you say?

4. Name some of the wild flowers in your locality that because of their abundance may be picked freely, and then give reasons for not picking the rare flowers.

5. The following poems show the beauty of some of

our wild flowers: *The Fringed Gentian*, by William Cullen Bryant; *Rhodora*, by Ralph Waldo Emerson; *The Trailing Arbutus* (first three stanzas), by John Greenleaf Whittier. Name other flower poems with which you are familiar and ask to have your favorites read.

[Using an outline]

6. If you were to give the selection in Exercise 2 as a talk, you would remember that the topic of the first paragraph is the treatment of messengers in olden times. What topics should you keep in mind for the second paragraph? For the third?

7. In giving a talk opposing the destruction of wild flowers in your locality, what paragraph topics should you include? What topics should you include in a talk on the preservation of our forests?

[Giving a talk]

8. Use one of these suggestions to help you in preparing a talk:

a. Describe one or more of the flowers mentioned in Exercise 2 that belong to your locality.

b. Tell how our wild flowers may be saved.

c. With the paragraph topics in mind, tell in your own words the thought given in the selection printed in Exercise 2.

d. Tell how you can recognize different trees in your locality.

e. Use one of the plans that you worked out in Exercise 7.

f. Tell a true or an imaginary story showing the damage caused by a cigarette thrown from an automobile.

g. Give a talk on the prevention of forest fires.

h. Give a talk on a poem that tells about a wild flower or a tree.

i. Tell about the work on conservation done by John Muir or by Theodore Roosevelt.

Choose a subject that differs in some way from that used by other members of the class; secure reliable information; then, after outlining your talk carefully, get it well in mind before giving it.

4. In Praise of America

[Conversation]

i. Many people love the hymn, *America the Beautiful*, because, as they sing it, they are able not only to feel the great beauty of our land, but also to express their hopes for the country's future.

Find out for each stanza (1) what reason is given for calling the country beautiful, and (2) what prayer is made:

AMERICA THE BEAUTIFUL

O beautiful for spacious skies,
 For amber waves of grain,
 For purple mountain majesties
 Above the fruited plain!
 America! America!
 God shed His grace on thee
 And crown thy good with brotherhood
 From sea to shining sea!

O beautiful for pilgrim feet,
 Whose stern, impassioned stress
 A thoroughfare for freedom beat
 Across the wilderness!
 America! America!
 God mend thine every flaw,
 Confirm thy soul in self-control,
 Thy liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
Till all success be nobleness,
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

KATHARINE LEE BATES

As shown in the following paragraph, the song was written under circumstances that caused it to include a wide range of territory:

America the Beautiful was written by Katharine Lee Bates, a well-known author and teacher, who was for years a professor at Wellesley College, in Wellesley, Massachusetts. The poem was the result of the author's impressions of the greatness and beauty of our country received from her first visit to the Middle and Far West. The thoughts in the poem first came to her after she had crossed the prairies and as she gazed from the summit of Pike's Peak. "It was then and there," says the author, "as I looked over the sealike expanse of fertile country spreading so far under those ample skies that the opening lines of the hymn floated into my mind."

2. Study the first stanza to find out what word is used (1) in describing *skies* that gives a sense of great stretches of sky over a wide country; (2) in giving the

color of the grain fields; (3) in pointing out the resemblance of the grain fields to the sea; (4) in making the mountains impressive; (5) in showing the fertility of the fields.

3. What in the second stanza makes you feel that the sturdy pioneers who crossed the wilderness in early days carried ideals of freedom with them?

4. Tell why in the third stanza the wars which have been fought by American patriots are spoken of as *liberating* strife.

5. Alabaster is a beautiful kind of marble. In using *alabaster* in the fourth stanza to describe the American city of the future, what idea does the author convey? What thought does she express in the words *undimmed by human tears*?

[Giving a talk]

6. In summing up your thoughts suggested by the poem, follow a plan of your own or choose a, b, c, or d:

a. Give a talk telling in what ways the hymn belongs to the whole country.

b. Select a stanza and after explaining its meaning read it to your class.

c. Select some of the prayers in the hymn and be ready to give your ideas of their meaning.

d. Give a talk comparing one of the following hymns with *America the Beautiful: The Star Spangled Banner, The Battle Hymn of the Republic, America*. First look up the accounts of the occasions on which the hymns were written.

5. School News — Conservation Number

[Preparing an article]

1. In preparing a contribution for the *Conservation Number* of the *School News*, use one of your talks

SCHOOL NEWS — CONSERVATION NUMBER

VOLUME III

MARCH APRIL

NUMBER 3

EDITORIAL. WHAT CAN WE DO?

As every one knows, many of the trees, flowers, birds, and animals are being exterminated in the United States. This means in some instances the drying up of water supplies and the destruction of crops. In other instances it means a loss of enjoyment to those people who love outdoor life. All of us should ask this question: What can we do to prevent this destruction?

SCOUTS TRAIN IN WOOD-CRAFT

Boy Scouts in New England are receiving from state forestry departments practical training in woodcraft. On their hikes the boys are shown the methods of discovering forest fires, and how to identify destructive insects and fungi.

This study will enable the boys to prevent fires and also to fight the diseases that are threatening the destruction of the forests.

CRUEL TRAPPING MUST GO

Every year millions of fur-bearing animals in the United States are caught in traps. This is causing not only cruel suffering, but also the extermination of many kinds of animals. The Government has sounded a warning and

is recommending that fur farms be established where animals to be used for fur may be killed humanely and expeditiously.

FEEDING BIRDS IN WINTER

Last winter we kept suet on the clothes post in our yard. After the first of January, there was scarcely a period of fifteen minutes when some bird did not visit the suet. Every day and several times on most days we saw chickadees — the prime favorite — tree sparrows, downy woodpeckers, an occasional junco, nuthatch, hairy woodpecker, and once or twice some pine grosbeaks.

So bird notes and flit of wings filled our winter days with interest and pleasure — pleasure which never failed and never tired and which cost us no money.

ATTENTION

Are there any birds around your home? If there are not, order a bird house now from the Ellensburg Bird House Company. The birds will soon be looking for a cozy little home, so be sure you buy one. If you do not, you will not have your feathered assistants to help care for your gardens. The bird houses will be on sale at Ramsay's Hardware Store, from March 6 until March 15. The prices are \$.50, \$.75, and \$1.00.

planned in the lesson on pages 293, 295, or 298, or write one of the following:

- a. An editorial on conservation.
- b. An article telling how boys and girls can help in the prevention of fires.
- c. Directions for picking wild flowers in such a way that they will not be exterminated.
- d. A review of *The Biography of a Grizzly* by Thompson-Seton.
- e. A review of some other nature story.
- f. An original nature story.
- g. A report of a newspaper or magazine article that deals with conservation.

[Practice in punctuation]

2. Classify each sentence as simple, complex, or compound, and explain the punctuation:

1. The pink lady's-slipper, or moccasin flower, is one of the most beautiful of our wild flowers.
2. The crowfoot violet grows in the open fields, but the early blue violet prefers partial shade.
3. Since the mountain laurel is becoming scarce, it should not be used for Christmas wreaths.
4. In picking columbine, violets, and other wild flowers, we should always leave several blossoms for seed.

3. Copy and punctuate:

1. The mocking bird is a slim graceful and imitative bird.
2. The scarlet tanager or fire bird is brilliant scarlet with black wings and tail.
3. The rain cannot penetrate the nest made by the oriole nor the wind shake it from its hair-like moorings.
4. Although the whippoorwill makes its home in solitary places it comes forth at dusk to perform its duty as a sentinel.
5. When the bluebird arrives from the south every one knows that spring has come.
6. The song sparrow which is a neighborly bird makes its home in our gardens and hedges and sings at all times of the day.

7. The hermit thrush which is a shy bird makes its home in the deep woods.

8. The birds destroy countless numbers of worms grubs beetles bugs and other insects.

9. In the list of birds that destroy harmful insects should be included the robin the quail and the cuckoo.

[Proof-reading]

4. Proof-read your paper first for paragraphing, and then for punctuation and for errors of various kinds.

6. Use of the Verb in Expressing Time

I. Tense. Present, Past, and Future

1. Sometimes we speak of things that have happened in the past; at other times, of things that are happening now, in the present; and at still other times, of things that will happen by and by, or in the future. For example, we may say:

Long ago men *built* ships.

Men *build* ships to-day.

Men *will build* ships in the future.

2. The verb *built* expresses past time and is said to be in the **past tense**; the verb *build* expresses present time and is in the **present tense**; the verb *will build* expresses future time and is in the **future tense**.

3. Notice that more than one form is used for each tense. Which form shows the action in progress?

Past tense:	I conquered	I was conquering
-------------	-------------	------------------

Present tense:	I conquer	I am conquering
----------------	-----------	-----------------

Future tense:	I shall conquer	I shall be conquering
---------------	-----------------	-----------------------

4. In the verb *was conquering* the auxiliary verb *was* is used to denote past time. The auxiliary *were* is also used in this way. What auxiliary verbs may be used to indicate present time? To indicate future time?

5. Make up your mind about the time expressed by the verbs in each story:

1. The fierce queen gathered her followers about her and attacked the enemy. Her army fought savagely and won a victory.

2. The enemy is upon us. Our men are fighting bravely. They are guarding the walls. They are not letting the foe enter the city.

3. What a weary lot will be ours if we are conquered! Our homes will be burned, our cattle stolen, and our children made captives.

6. Change the first story in Exercise 5 so that the verbs all express present time. Change the verbs in the second story to the future tense, and those in the third story to the past tense.

7. In speaking and writing, a person should be careful not to start a story as if it happened in the past and then suddenly change and tell it as if it were happening in the present.

Add another sentence to each exercise keeping the verb in the same tense as that used in the sentences given:

1. The sun was shining. Birds were singing. Children _____

2. The clouds will clear away. The wind will stop blowing. The rain _____

3. Horns are sounding. Dogs are barking. Hunters _____

4. In the deep forest lived the wild boar. Near the ponds herds of deer gathered. In the streams _____

5. Trees will be felled. The land will be cleared. Homes _____

8. Turn to the story on page 270; then tell it as if it were happening in the present time.

II. Using *Shall* and *Will* Correctly

1. To avoid errors in the use of *shall* and *will*, remember that *shall* is used with *I* or *we* in asking a question and in expressing future time; the word *will* is used in making a promise and in expressing other forms of determination. Examples:

In questions: Where *shall I* go? When *shall we* meet again?

Future time (merely): On my next birthday I *shall* be fourteen years old.

Determination: I *will* surely be on time, I promise you.

2. Give sentences of your own, using *shall I*, *shall we*, *I shall*, *we shall*, *I will*, *we will*. Make them match the examples in Exercise 1.

3. Show that *shall* and *will* are used correctly in the following sentences:

When shall we see you again?

Where shall I meet you?

I will try to do better, I assure you.

I shall be at home this afternoon.

We shall spend the summer on a farm.

4. Complete, using *shall* or *will*:

1. Help! help! I —— drown.

2. What —— I do with my new book?

3. Where —— we spend our vacation?

4. Since you ask us to go, we —— do so.

5. I think we —— not be able to finish the work.

6. I —— go! No one can prevent me.

7. We —— finish our work, come what may.

8. If I sit in a draft, I —— take cold.

9. If we do not hurry, we —— be late.

For the summary of the use of *shall* and *will* see page 390.

7. Verbs. Regular and Irregular

1. Certain forms of a verb are repeated so often in the different tenses that they are called its principal parts. The principal parts of the verb *laugh* are *laugh*, *laughed*, *laughed*; the principal parts of the verb *write* are *write*, *wrote*, *written*. Each of these parts is given a name:

<i>Present:</i>	laugh	write
<i>Past:</i>	laughed	wrote
<i>Past participle:</i>	laughed	written

Verbs that form the past tense and the past participle by the addition of *ed* to the present form are called **regular verbs**. All others are **irregular verbs**.

2. Tell which of the following verbs are regular and which are irregular:

<i>Present:</i>	learn	break	fight	serve	lie
<i>Past:</i>	learned	broke	fought	served	lay
<i>Past participle:</i>	learned	broken	fought	served	lain

One of the errors that is made most frequently in the use of verbs comes from confusing the past tense with the past participle. Persons who say *I seen* when they should say *I saw*, and *My pencil is broke* when they should say *My pencil is broken* are making errors of this sort.

3. The following verbs are the fifteen that give the most trouble. Hold a contest with your class to see how many members can write out the principal parts of the verbs correctly. Remember that the past form is the one that can be used with expressions like *yesterday*, *this morning*; and that the past participle is the form used with auxiliaries like *have*, *has*, *had*, *is*, and *was*. Exchange papers and count the number of principal parts that are given correctly.

see	come	write	sit	take
do	run	begin	lie	sing
go	break	ring	give	drink

4. For further study of the verb see pages 386-96; for a study of participles and infinitives, see pages 397-400.

8. Using Words Correctly

Test J. First Form. Using the Right Form of a Verb

Copy and complete, using words from the list below Number 5:

- The hunter ——— under a tree.
- His gun was ——— beside him.
- The boy ——— on the grass.
- The dog had ——— beside his master.
- The child had ——— the knife and lost it.

sat	lying	laid	laid	took
set	laying	lay	lain	taken

Complete, using words from below Number 10:

- The moon had ———.
- The river was ———.
- The muskrat had ——— across the stream.
- The stone ——— to the bottom of the pond.
- The cat had ——— the mouse to stupefy it.

rose	froze	swum	sank	shook
risen	frozen	swam	sunk	shaken

Complete, using words from the list below Number 14:

- The boys were running through the woods when out ——— a fox.
- The girl's mother ——— that she might go.
- Where ——— yesterday?
- When Christmas comes, we ——— have a good time.

leaps	says	would you be	will
leaped	said	were	shall

Chapter VIII — BUSINESS INTERVIEWS

1. Using the Telephone

[Conversation]

The qualities that are most valued in business conversations are brevity, clearness, and courtesy. In order to discover how these qualities may be shown in using a telephone, select from the following list the questions that you would like to have answered, and discuss them with your class:

1. What care should a person take in giving a number when telephoning?
2. Why in answering a telephone call is it a good plan for a person to give either his own name or his telephone number?
3. Why should one avoid keeping a line longer than is necessary?
4. Unless his call is an emergency one, why should a person be careful not to interrupt any one who is already using the line?
5. In using a telephone, how can a person be courteous to an operator? Whom should he ask for when there is difficulty over a call?
6. What are some of the things that should be said and done in telephoning an order to a grocer? In sending a telegram? In making an inquiry about railway trains? In asking for a long-distance call?

[Written composition]

To sum up or to illustrate the points brought out in the discussion, write one of the following:

- a. A set of directions for using a telephone courteously.

b. A telephone conversation in which a telegram is sent. Begin with:

Mr. Brown (at the telephone). The Western Union, please.

Western Union:

c. A telephone conversation in which goods are ordered, directions are given, a mistake is corrected, or an inquiry is made.

2. Courtesy as an Aid in Winning Success

[Conversation]

1. Read the following story; then give your idea of Henry's chance of winning success in life:

On the street one day Henry accidentally stumbled against an old man and knocked the staff from his hand.

"I beg your pardon," Henry said with a smile and a touch of his cap and then, as he handed the old man his staff, he remarked, "I hope I did not hurt you. We were playing too roughly."

"Not a bit of it," said the old man. "Boys will be boys, and it's best they should be. You did not harm me."

"I am glad to hear it." And lifting his cap again, Henry turned to join his playmate.

"Why do you touch your cap to that old fellow?" asked his companion. "He is only old Giles, the peddler."

"That makes no difference," said Henry. "The question is not whether he is a gentleman, but whether I am one. No true gentleman will be less polite to a man because he wears a shabby coat or sells vegetables in the street."

2. Which of the boys and girls mentioned below are forming habits that will be a help to them in later years in both social and business life?

Mary Burton is thoughtful when her mother has

guests. She waits until others have been seated before helping herself to a chair. She is careful not to interrupt her mother's conversation without asking to be excused for doing so. She tries to keep the younger children quiet.

Albert Benton considers only himself. He rushes pell-mell through a doorway, pushing others aside. No matter who is present, he takes the best seat to be found. He is noisy and rough indoors and out. He keeps his hat on in the house.

Charles Howland has pleasant manners. He is careful to raise his hat when he meets a woman or girl of his acquaintance on the street and to give up his seat when he is on a street car that is crowded. He keeps his voice well-modulated when he is in a public place and answers all questions promptly and in a modest manner.

3. Decide what you would say and do on the following occasions:

Mr. Smith is looking for a boy or girl to help him in his business. He greets you by saying, "Good morning."

When he calls you to his desk, you have to pass in front of a person older than yourself.

You accidentally knock a book from Mr. Smith's desk.

Mr. Smith says something to you which you fail to understand.

You deliver to Mr. Brown a package from Mr. Smith.

You are sent on an errand to a private house and get no response when you ring the doorbell. How long should you wait before ringing a second time? How many times should you ring the bell?

[Using an outline in giving a talk]

4. Name some of the things that might be said in using the following outline for a talk:

Ways of Showing Courtesy

- I. Meaning of courtesy
 - II. Ways of showing courtesy to older people
 - III. Ways of being courteous to person of one's own age
5. What topics might be covered in a talk describing the change in a person after he has discovered the necessity of forming habits of courtesy? In a talk showing the difference between fine manners and true courtesy?
 6. Use one of the following suggestions or follow a plan of your own:
 - a. Give a talk using the outline printed in Exercise 4 or one of those planned in Exercise 5.
 - b. Give a description of a person who has courteous manners.
 - c. Tell an original story resembling the one in Exercise 1.
 - d. Write in the form of a dialogue a business interview such as the first one referred to in Exercise 3. Read the dialogue to the class.
 - e. Tell a famous story illustrating chivalrous or self-sacrificing conduct.

3. The Boy Who Recommended Himself

[Conversation]

1. A person who has formed good habits will, as shown in this story, find them to his advantage.

THE BOY WHO RECOMMENDED HIMSELF

A business man once advertised for a boy to assist him in his office, and nearly fifty applicants presented themselves to him. Out of the whole number, he selected one, and dismissed the rest.

"I should like to know," said a friend, "on what ground you selected that boy, who had not a single commendation."

"You are mistaken," said the man, "he had a great many. He wiped his feet when he came in, and closed the door after him, showing that he was careful. He gave his seat instantly to that lame old man, showing that he was kind and thoughtful. He took off his cap when he came in, and answered my questions promptly, showing that he was polite and gentlemanly. He picked up the book, which I had purposely laid on the floor, and replaced it upon the table, while all the rest stepped over it, showing that he was orderly; and he waited quietly for his turn instead of pushing and crowding. When I talked with him, I noticed that his clothing was tidy, his hair neatly brushed, and his finger nails clean. Do you not call these things letters of recommendation? I do."

[Planning original stories]

2. If you were to plan a story about a girl "who recommended herself," you might use one of the following situations. What others can you think of?

a. A young girl is chosen to look after a little child. The pay is good and the surroundings are pleasant, so that there are several other girls who wish for the position. The story begins with a conversation between the father and mother of the child.

b. A young girl is chosen out of a large group of friends to be a companion for a little girl on a long automobile trip.

c. A young woman is given the opportunity to teach in a small school. There are several other persons who apply for the position.

3. Tell how to change the story in Exercise 1 so that it would show how a boy missed a fine opportunity because he had not acquired habits that recommended him.

4. Make other suggestions for original stories that resemble the one in Exercise 1.

[Telling a story]

5. In telling your class a story, choose a, b, or c:
 - a. Use one of the situations mentioned in Exercise 2 and tell the story of a girl who recommended herself.
 - b. Use one of the suggestions that you made in Exercise 3 or Exercise 4 and tell a story.
 - c. Use a plan of your own for a story similar to the one in Exercise 1.

[Written composition]

6. Tell why the story in Exercise 1 is written in three paragraphs and then, after determining the number of paragraphs required for your own story, write it.

[Practice in punctuation]

7. Explain the punctuation of each of the following sentences:

1. "I should like to know," said a friend, "on what ground you selected that boy, who had not a single commendation."
2. The girl was modest, courteous, and intelligent.
3. The boy's clothes were neat, his hair was carefully brushed, and his finger nails were clean.
4. When the door was opened, the boy entered the room with a light, quick step.
5. Mr. Smith, the merchant, advertised for help.

8. Copy and punctuate:

1. A person of character is self-controlled persevering loyal and courageous
2. If he is given a trust he shows that he is worthy of it
3. When James Worthy undertakes a piece of work he puts it through but when John Grudge undertakes a task he gives it up if the slightest thing goes wrong.
4. Grace Martin who is an enthusiastic person is always ready to help a friend
5. It is hard says Poor Richard for an empty sack to stand upright

[Proof-reading]

9. Proof-read your paper first for paragraphing, and then for punctuation and for errors of various kinds.

4. Book Club Meeting. Heroes of Modern Life

I

[Planning a program]

In order to make yourselves familiar with some of the noted men and women who have recently performed some service for the world, your club will find it profitable to hold a meeting for the discussion of heroes of modern life. Those in charge may, if they wish, divide the program in two parts. In the first part they may have three or four long reports given, in the second part they may ask for a number of short reports similar to the following:

Luther Burbank was noted as a "plant wizard." By crossing different species or plants he produced new and better fruits and vegetables. An account of his life may be found in ———.

George T. Angell founded in 1868 the Society for the Prevention of Cruelty to Animals. He established bands of mercy among children. He had each member use this pledge: "I will try to be kind to all living creatures and try to protect them from cruel usage." The story of his work is found in ———.

Thomas A. Edison is known for many inventions, the chief among which are the carbon telephone transmitter, the electric light, the moving-picture camera, and the phonograph. The story of his life is found in ———.

The following list contains some of the subjects your book club will be interested in looking up:

Clara Barton and the American Red Cross
Alexander Graham Bell and the Telephone

John Burroughs and his Study of Nature
Madame Curie and Radium
Marconi and the First Wireless
John Muir, the Lover of Trees
Thomas M. Osborne, the Prison Reformer
Louis Pasteur and Progress in Medicine
Augustus Saint Gaudens, the Sculptor
The Wright Brothers and the Aeroplane

II

[Choice of words]

1. What are some of the qualities that you admire most in the men and women mentioned above?

2. Explain or illustrate the meaning of each word printed here in italics:

1. Most great men have been *persistent*, *industrious*, and *self-sacrificing*.

2. To be a great leader a person must be *self-reliant*, *loyal*, and *courageous*.

3. A scientist must be an *accurate* observer, a patient worker, and a clear thinker; an inventor must show *ingenuity*.

4. Clara Barton was noted for her *devotion* to wounded soldiers during the Civil War.

5. To be a friend of the unfortunate a person must be *charitable*, *tolerant*, and *sympathetic*.

3. Before taking part in the program, make sure that you have chosen the best words possible with which to express your ideas.

5. Choice of Adjective Modifiers

1. In order to make the meaning of a sentence definite and clear, we use modifying words such as those given in various lessons in this book. Instead of saying *The road leads to the town*, we may say, for example, *The paved road which follows the railway track leads to the town*.

The words used in describing or pointing out an object may be any one of the following modifiers:

An adjective or a noun or pronoun used as an adjective: The *new* hotel was destroyed by fire. *Our* house was saved.

A prepositional phrase: The hotel *on Main Street* was destroyed by fire.

A participial phrase: The hotel *built on Main Street* was destroyed by fire.

A clause: The hotel *which was built on Main Street*, was destroyed by fire.

Note. An adjective modifier may also be an infinitive phrase. Example: A house *to let* was advertised in the paper. For the use of the possessive modifier and the appositive see page 329.

2. Classify each modifier printed in italics and give its use:

Under the *snow-white* coverlet, lay the *most beautiful little girl that Tom had ever seen*. *Her* hair was like threads of gold *spread all over the pillow*. He wondered if she were a real live person or one *of the wax dolls* he had seen in the shops.

3. Classify the following as words, phrases, and clauses; then use them as adjective modifiers in sentences describing animals seen at a circus:

in a cage	moving restlessly	that were dangerous
savage	howling mournfully	fed upon meat
fighting	which had been trained	fastened by a chain

4. Make the following sentences more interesting by including in each in turn different forms of adjective modifiers. See that the new part modifies the words printed in italics:

1. The *building* was blown to pieces by a hurricane.
2. The *man* sought the shelter of the railway station.
3. The lonely boy was followed by a *dog*.
4. At the side of the rose-covered cottage was a *garden*.

5. Show that the adjective modifiers set off by commas in the following sentences are merely descriptive and for that reason can be omitted from the sentence without changing the main idea:

1. The boy, hungry and tired, reached home at night-fall.
2. My father, who works in town, takes an early train each morning.
3. In the distance was a bright light, glowing in the twilight.

6. Find in the following sentences the adjective modifiers that should be set off by commas:

1. The Anaconda Mine which is in Butte, Montana employs thousands of men.
2. Through the mine run tunnels which are lighted by electricity.
3. The Yellowstone Falls coming from a height of over two thousand feet are the highest in the world.
4. Tall trees green and luxuriant grow near the falls.
5. The sun shining on the waterfalls forms a rainbow in the mist.

7. Write the sentences that you composed in Exercises 3 and 4, being careful to punctuate them correctly.

6. The Relative Pronoun

1. An adjective clause is frequently introduced by a pronoun:

The office boy, *who* was quick-witted, prevented a robbery.

2. Notice in the sentence above (1) that the pronoun *who* stands for the word *boy*, which is its antecedent; (2) that it is the subject of the subordinate clause *who was quick-witted*, and (3) that it shows the relation of the clause to the noun *boy*, which the clause modifies.

A pronoun used in this way is called a **relative pronoun**.

A relative pronoun is a pronoun used to connect a subordinate clause with the word modified by the clause.

3. Point out the relative pronouns and tell how each is used:

1. The campers hired an Indian guide who knew the trail.

2. The storm, which was a bad one, destroyed many trees.

3. The men whom we saw were lumbermen.

4. The case of a relative pronoun depends upon its use in the subordinate clause of which it forms a part. The relative pronoun *who* in the first sentence in Exercise 3 is in the nominative case, subject of the verb *knew*; *whom* in the third sentence is in the accusative case, object of the verb *saw*.

5. Give the case of each relative pronoun:

1. The boy who was studying was ambitious.

2. The girl whom I questioned was intelligent.

3. We spoke to a boy whom we met on our way home.

4. The teacher knew who was the best student.

6. Complete, using *who* or *whom*:

1. We saw an aviator ——— was preparing for a flight.

2. The children with ——— we went were our cousins.

3. The boys ——— we saw were camping in the woods.

4. We knew ——— they were.

5. We saw the scout master ——— was with them.

6. The boys ——— we spoke to were brothers.

7. In using a relative pronoun, a person must take care not only to use a pronoun in the right case, but also to see that it bears the right relation to its antecedent. It is correct to say:

The boys *who* lived on the farm were strong and sturdy.

The neighbors *that* they saw lived at a distance.

We caught the horse *that* had run away.

The animals *which* the men cared for were fat and sleek.

The fence, *which* was made of wire, proved a poor protection.

The word *who* refers to persons, the word *that* to either persons or things, and the word *which* to animals and inanimate things.

The word *whose* is the genitive case form for both *who* and *which* and may refer to persons, to animals, or to inanimate objects.

8. Show that each relative pronoun is correctly used:

1. The trees that grew in the forest were beeches.
2. The animals that lived in the forest were wild.
3. Near the brook we saw a house which had been built by beavers.
4. The beavers whose home it was were nowhere in sight.
5. A gray squirrel, which was scolding overhead, resented our intrusion.
6. The boys who were with us saw a young fox which was scurrying away.

9. In deciding what verb to use with a relative pronoun, a person sometimes finds it necessary to refer to the antecedent of the pronoun. It is correct to say:

I, who *am* blind, *am* to be pitied.

The man, who *was* strong, *was* ready to help others.

The men, who *were* there, *tried* to help.

10. In the first sentence the antecedent of *who* is the pronoun *I*; therefore the verb used is *am*. Why, in the second sentence, is the singular verb *was* used? Why, in the third sentence, is the plural verb *were* used?

11. Copy and complete, using *was* or *were*:

1. The tall tree, which —— an oak, stood in the middle of the woods.

2. The birds that —— flying overhead were hawks.

3. A mother partridge and her brood, which —— hiding among the bushes, became frightened.

4. One of the young partridges, which —— stronger than the rest, flew away.

5. The young colts in the pasture, which —— frightened, leaped the fence.

6. The grass in the fields, which —— withered, furnished but scanty food for the cattle.

7. Not one who —— at the picnic failed to have a good time.

8. Every boy who —— there went fishing.

9. Each one of the girls who —— old enough to do so, helped with the lunch.

12. For the use of pronouns with infinitives see pages 400-03.

7. Using Words Correctly

Test K. First Form. The Relative Pronoun

Copy and complete, using *who* or *whom*:

1. We met a man —— was blind.

2. The boys spoke of a friend —— they had visited.

3. We saw —— they were.

4. The children to —— the presents were sent were very young.

Complete, using *who*, *which*, or *that*:

5. The bird —— was injured fluttered to the ground.

6. The flowers, —— were in blossom, were fragrant.

7. The bridge —— crossed the stream was narrow.

8. The workers, —— had arrived early, were busily hammering.

Chapter IX — BUSINESS CORRESPONDENCE

1. Business Letters

For the practice in letter-writing suggested in this chapter, choose classmates with whom you can carry on such business correspondence as that illustrated below and on pages 322 to 325. In your correspondence remember that a business letter should be written so that there can be no mistake as to its meaning. It should be brief, to the point, clear, and always courteous. No person who wishes to succeed in business allows himself to send out poorly written letters, to make promises that he cannot keep, or at any time to show anger.

2. Arranging for a Game

[Conversation]

1. The following correspondence is one between the managers of two baseball teams. What is discussed in the letters? What are some of the necessary facts included in them?

Mendon, Illinois
May 10, 1928

Henry Benton
Park Street Ball Club
La Harpe, Illinois

Dear Sir:

In arranging the schedule for the games to be played by our team, The All Stars, I should like to include a game with the Park Street Ball Club. At present we have the following dates open, May 27, June 3, and June 10. Can we arrange for a game with you on any of these dates?

Yours truly,
John Morris, Manager

La Harpe, Illinois
May 12, 1928

John Morris
All Stars Base Ball Team
Mendon, Illinois

Dear Sir:

Your letter requesting a game with the Park Street Ball Club on May 27, June 3, or June 10, has been received. We have all the dates taken, but by rearranging our schedule we shall be able to play The All Stars on June 3, provided you can meet us on the Mendon Playground at that time.

Yours truly,
Henry Bates, Manager

2. How does a business letter differ from a friendly letter in its salutation and in its complimentary close? (For an example of a friendly letter see page 265.)

[Written composition]

3. Carry on a correspondence according to the following suggestions:

1. Write a letter arranging for a club meeting or a game, real or imaginary.
2. Compare your letter with the first letter in Exercise 1, proof-reading it for indentation, capitalization, and punctuation, and then fold your letter carefully and place it in an envelope.
3. Exchange your letter with that of a classmate.
4. Write an answer to your classmate's letter, proof-read your letter, fold it, and then give it to the classmate.

3. Ordering Goods

[Conversation]

1. The following correspondence covers an order for goods, an acknowledgment of the order, and a letter requesting the correction of an error.

2. Notice that the articles mentioned in the order are listed in a column. What advantage is there in such an arrangement?

Order

Meriden, Illinois
April 17, 1928

A. G. Spalding & Brothers
213 Wabash Avenue
Chicago, Illinois

Gentlemen:

Enclosed you will find a postal order for three dollars and thirteen cents (\$3.13). Please send by express:

1	Fielder's glove catalogued as	#1674	.75
1	Catcher's mitt	" "	#1650 .98
3	"Boys' League" balls	" "	#1606 1.40

\$3.13

Yours truly,
John Morris

Acknowledgment

213 Wabash Avenue
Chicago, Illinois
April 18, 1928

Mr. John Morris
Meriden
Illinois

Dear Sir:

We are forwarding by express the baseball goods ordered in your letter of April 17. We trust that the goods will prove satisfactory and that you will give us your future patronage.

Yours truly,
A. G. Spalding & Bros.
By H. W. R.

Complaint

Meriden, Illinois

April 20, 1928

A. G. Spalding & Brothers
213 Wabash Avenue
Chicago, Illinois

Gentlemen:

The goods sent us on April 18 have been received. Through some error a right-handed fielder's glove No. 1675 was substituted for the left-handed fielder's glove No. 1674 which was ordered. I am returning the glove. Will you please see that glove No. 1674 is sent me?

Yours truly,
John Morris

3. Tell how to word a reply to the complaint given above.

[Written composition]

4. Choose a classmate and carry on with him a correspondence similar to the one above. You may use one of these orders if you wish:

a. Order to be sent to The Bookshop for Boys and Girls, 270 Boylston Street, Boston, Massachusetts.

What Bird is That? — by Frank M. Chapman	\$1.50
The Training of Wild Animals — by F. C. Bostock	\$1.75
The Pet Book — by Mrs. Anna Comstock	\$2.00
	\$5.25

b. Order to be sent to John Wanamaker, New York City, New York.

1 Boy's Camping Outfit, No. 2437	\$4.20
1 Flash Light 6½ inches long, No. 8910	\$1.24

5. With your book closed, be ready to write the order for goods given on page 323 as your teacher reads it to

you. Later correct your paper, and then proof-read your letters (see Exercise 4) to make sure that there are no errors in spelling, capitals, and marks of punctuation.

4. Applying for a Position

[Written composition]

1. Examine the following letter of application to find what it contains:

742 Church Street
Beloit, Wisconsin
June 30, 1928

Messrs. Wheeler and Kimball
976 Main Street
Beloit, Wisconsin

Gentlemen:

Please consider me an applicant for the position of office boy, which you advertised in last night's *Free Press*.

I am fourteen years of age and a graduate of the Park Street School. My last report card, which I enclose, shows my standing in spelling and in arithmetic. This letter is a specimen of my penmanship. As to experience, I can say that for the past two summers I have worked for the Redmond Drug Company.

I have permission to refer you to Miss Rose Burton, principal of the Park Street School, and to Mr. Ralph C. Leslie, manager of the Redmond Drug Company.

Very truly yours,
Michael L. Albert

2. Write a letter of application similar to the one above.

[Practice in punctuation]

3. Notice that the clause introduced by *which* in the third sentence of the letter in Exercise 1 is set off by commas. Can you tell why?

4. Find other expressions in the letter that are set off by one or more commas. Which one is an appositive? Which is a subordinate clause?

5. Tell where commas belong:

I am attending the Washington School which closes on Friday June 14.

For reference I can give you the name of R. H. Strong Scout Master of the Boy Scouts Troop 7.

My Scout record which I enclose shows my standing as a Boy Scout.

[Proof-reading]

6. Proof-read your letter for paragraphing, punctuation, capitalization, and for errors in spelling and in the use of words.

5. Telegrams

[Written composition]

1. For sending a ten-word telegram no charge is made for the date, the address, or the signature; but if the message itself runs over ten words, an extra charge is made for each additional word. Try to cut each of the following messages to ten words without destroying its clearness:

1. Please reserve a lower berth from Chicago to Boston on the Wolverine leaving Chicago at nine o'clock Thursday morning.

2. I arrived in New York at three o'clock. Uncle John met me and we took the subway to Grandmother's.

3. Many happy returns of your birthday. We all wish you success and joy.

4. I am sending you a check for two thousand dollars in a letter which will explain the situation.

2. Think over situations in which it might be necessary to telegraph; then write the telegrams needed.

3. Be ready to read your telegrams to your class for criticism.

4. Day letters or night letters of fifty words each may be telegraphed at regular rates. As in the case of telegrams no charge is made for the address, the date, and the signature, unless the sender wishes to include his own street and number, in which case an extra charge is made.

5. Tell how to cut this day letter to fifty words:

I am leaving unexpectedly for London. I shall sail from New York on Monday June the first by the steamship Franconia of the Cunard Line reaching Liverpool June six. Please forward all mail care of the American Express, London. Shall try to complete my business by the end of June and be back in New York by the first of July.

6. Plan a day or a night letter of your own.

6. Choice of Adverbial Modifiers

1. In describing an act, we may use any one of the following adverbial modifiers:

An adverb: The train traveled *slowly*.

A noun used as an adverb: The boys were going *home*.

A prepositional phrase: The train stopped *at a crossing*.

An infinitive phrase (denoting purpose): The boys ran *to catch the train*.

A clause: The boys boarded the train *before it started*.

2. Use the following expressions as adverbs in a description of the departure of a ship, and then classify them according to their form:

at anchor

east

to leave the harbor

across the Atlantic

when the sun rose

3. Notice that the two expressions in each of the following exercises differ in form, but have the same meaning. Give others like them.

1. when the sun set — at sunset
 2. hastily — with haste
 3. on a battle-field — where a battle had been fought
 4. to win — that they might win
4. Classify each modifier printed in *italics*; then express the idea contained in it, using another form of the same modifier:

1. *When the sun rose*, the explorers broke camp and started on their journey.
2. The travelers rested *under the shadow of some trees*.
3. The caravan traveled *south*.
4. The Arab *proudly* displayed his fine horses.
5. The men crossed the desert *to visit a famous temple*.

Note. Besides expressing time, place, manner, and degree (see page 169) adverbial modifiers express cause, condition, purpose, result, and concession. Notice the subordinate conjunction used to introduce each kind of adverbial clause given here:

Cause: The boys won *because they played well*.

Condition: *If the other team had practiced*, they might have won.

Purpose: The boys sold tickets *so that they could finance the game*.

Result: They worked so hard *that they succeeded*.

Concession: *Although the weather was bad*, the games were well attended.

5. Use adverbial modifiers of different kinds to make the meaning of each of the following sentences more definite:

The boys played ball.	The aviator crossed the
The girls managed an	ocean.
entertainment.	The farmer planted his
Carpenters built a	field.
house.	The merchant sold goods.

6. When it is placed at the beginning of a sentence, an adverbial infinitive phrase, as well as an adverbial clause, is set off by a comma; a prepositional phrase is not.

Comma needed: In order to finish their task before nightfall, the men worked hard.

Whenever the train neared a crossing, the engineer sounded the whistle.

Comma not needed: In the fields cattle were feeding.

7. In which of the following sentences are commas needed?

1. Near the shore people had gathered to watch the launching of a ship.

2. In order to take a moving picture of the launching men had their cameras in readiness.

3. At a given signal the workmen knocked the supports from beneath the ship.

4. As the crowd waited for the ship to glide into the water the people were breathless with excitement.

5. When the ship struck the water a great wave arose.

6. To escape the spray the crowd hastily retreated.

8. Write the sentences that you composed in Exercise 5, being careful to punctuate each correctly.

7. Nouns and Pronouns as Modifiers

1. Nouns and pronouns are used as modifiers when they express ownership, possession, or a similar idea, and when they are used as appositives. A noun is also a modifier when it is used as an adverb of time or place.

2. With the help of the following illustrations, tell how the different uses of a noun or pronoun as a modifier may be distinguished:

The *boy's* clothes were neatly brushed and *his* shoes were blacked.

We called on Mr. Brown, the *manager* of a store.

We boys, both my *brother* and *I*, wanted a position.

After the interview we went *home*.

3. With the help of the words printed in italics, tell what forms of expression may be used as an appositive:

The brick building, *a church*, has a high tower.

We girls, *both she and I*, tried for the position.

To eavesdrop, or *to listen when one's presence is unknown*, is considered rude.

On the desk was printed this motto, *Courtesy is the rule in this office*.

4. Explain the use of commas in Exercise 3.

5. Tell where commas should be placed in the following sentences, naming in each case the form of expression used as the appositive:

1. Lincoln was inspired by a book *The Life of Washington*.

2. It was Lincoln who said these words "With malice toward none."

3. To pretend by one's conduct that a falsehood is true or to act a lie is dishonorable.

4. Young Benjamin Franklin the printer's apprentice later became America's ambassador to France.

5. Men often quote Franklin's maxim A penny saved is a penny earned.

6. For further study of the noun element in a sentence see pages 403-06.

8. Placing Modifiers

1. Which of the following sentences is clear as it stands and which can be improved by rearrangement?

At the circus I watched a cage of monkeys doing tricks with my father.

In the morning I started on a trip with my uncle.

To make the meaning of a sentence clear, place each modifier as near as possible to the word modified.

2. Explain the difference in meaning:

1. The boy spoke only the truth.

Only the boy spoke the truth.

2. The men swam across the river, also.
The men also swam across the river.
3. They put a ring on his finger of pure gold.
They put a ring of pure gold on his finger.

3. Place the modifiers in each of these sentences where they will make better sense:

1. The clerk sold nine yards of silk to a customer thirty-six inches wide.
2. We found a picture in an old frame that looked like father.

4. Explain the double meaning of each sentence; then express the thought in such a way that the meaning cannot be misconstrued:

1. Must I stick the stamp on myself?
2. The woman was one of the director's wives.
3. Tommy told his father that he was going to Chicago.
4. Mary wished to hear the famous soprano sing very badly.

9. Prepositions and Conjunctions

I

Since connectives show the relation of ideas, prepositions and conjunctions are often important words in a sentence and for that reason must be chosen with care.

1. In using prepositions, try to keep the following directions in mind:

The preposition *between* refers to two objects; the preposition *among* to several. Say *between two*, *among several*.

The preposition *in* usually has a meaning similar to *within*; for this reason the preposition *into* is often the better one to use with verbs of motion. Say *The box is in the drawer*. *I thrust the box into the drawer*.

The preposition *at* is used in indicating a particular time or place; the preposition *to* is used in indicating motion toward. Say, *The boy is at home, The girl went to town.* Do not say *is to home.*

Use the preposition *in* in referring to a large city and the preposition *at* in referring to a small town. Say, *I was in New York, and I was at Dixville.*

Say that you are angry *with* a person and angry *at* a thing.

Say *different from* in showing the difference between two things. Do not say *different to* or *different than.*

Say *behind*, not *in back of.*

Say *beside*, not *aside of* or *alongside of.*

Say *remember*, not *remember of.*

2. Complete, using one of the expressions in the list below Number 6:

1. I slid the letter —— the mail box.
2. The money was divided —— three children.
3. The boys were angry —— me.
4. The garage was —— the house.
5. The men were —— London.
6. The color of an elk is different —— that of the red deer.

in	among	with	behind	in	from
into	between	at	in back of	at	than

II

1. Several errors in speech arise from confusing prepositions and subordinate conjunctions. A preposition introduces a phrase, and is usually followed by an object noun or pronoun. A subordinate conjunction introduces a clause.

2. The word *like* may be used as a preposition but not as a conjunction. The word *as* is a conjunction.

Say: *Like* my sister I enjoy music. I cannot sing *as* she sings.

Do not say: I cannot sing like my sister sings.

Say:

I write like my brother.

I write as my brother

writes.

Do not say:

I write like my brother

3. Complete, using *like* or *as*: then give other sentences showing that *like* may be used to introduce a phrase and *as* to introduce a clause:

—— my brother I enjoy boating, but I cannot row
—— he does.

—— him I can swim, but not —— he swims.

My sister cannot play ball —— I do; but ——
me she is fond of outdoor sports.

4. The preposition *without* should not be used in place of the conjunction *unless*.

Say:

I will not go unless you

go.

I will not go without you.

Do not say:

I will not go without you

go.

5. Give other pairs of sentences like the following, contrasting the use of *unless* and *without*:

I will not join the game unless you join it. Without
you as a partner I should lose.

6. The word *if*, *because*, *as*, or *like* should not be substituted for the word *that*.

Say:

Mary is not sure *that*
she can go.

The girls did not know
that they were to help.

The boys felt *that* they
would succeed.

The reason John took
part in the game was
that he thought he could
help.

Do not say:

Mary is not sure *if* she
can go.

The girls did not know *as*
they were to help.

The boys felt *like* they
would succeed.

The reason John took part
in the game was *because* he
thought he could help.

7. Tell which of the words in italics are prepositions and which are conjunctions:

1. The stranger was taller *than* I.
2. Every one was at the game *but* her.
3. The boy's brother could play as well *as* he.
4. I will not go *unless* you do.
5. I cannot go *without* my sister.
6. The boy's brother looks *like* him.
7. *Like* my cousin I am fond of reading.
8. I can read as well *as* she.

10. Using Words Correctly

Test L. First Form. Prepositions and Conjunctions

Copy and complete, using words from the list below Number 5:

1. The dog ran ——— the five boys.
 2. The woman opened the lid and thrust a package ——— the trunk.
 3. The children stayed ——— home.
 4. The girl sat ——— her sister.
 5. His brother says that he will not go ——— you go.
- | | | | | |
|---------|------|----|----------|---------|
| among | in | at | beside | without |
| between | into | to | aside of | unless |

Complete, using words from below Number 11:

6. The girl spoke rapidly, just ——— her sister does.
7. The boys felt ——— their work should be better.
8. Tom is not sure ——— he remembers what happened.
9. The reason John left was ——— he feared failure.
10. I do not know ——— I care to travel.

like	like	if	because	as
as	that	that	that	that

Any one having difficulty with Test L should review pages 331-333.

Chapter X — CHOOSING A LIFE WORK

1. Making an Investigation

In working out the lessons in this chapter, you will find that the best way for you to help your class will be to make a study of some particular trade, business, or profession about which you can get first-hand information. The class will be interested in hearing about some particular phase of your father's business or about other work in which you personally are interested. The assignments on pages 337 and 340 will give you an idea of the type of investigation to make.

2. Supplying the Necessities of Life

The necessities of life are food, shelter, and clothing. The men and women who help in supplying these necessities are often spoken of as producers. Some of them work on farms, on cattle ranches, in the forests, or in mines; others work at a trade either in a factory or outside of one.

I. Discussion. Work on a Farm

Almost all boys and girls know something about the life on a farm. If they were not fortunate enough to be born on a farm, they have either visited one or read about the life there.

1. Be ready (1) to talk over with the class the kinds of farms near you and the kinds of food raised on them; and (2) to give, in two or three sentences, a personal experience connected with farm life.

2. Find in the following paragraph an argument in

favor of farming as a life work; and then supply other arguments:

Farming is one of the most useful occupations in the world, for the farmer supplies the first essential of life, food. A farmer has the satisfaction of knowing that his work is necessary to the world. Moreover, since he lives in the country and works for himself, he has many other advantages. He lives in healthful surroundings. He is independent. It is easy for him not only to furnish his family a pleasant home and to supply them with plenty of fresh vegetables, milk, and other wholesome food, but to bring his children up under conditions that make them strong, capable, and independent. If he is at all successful, usually he has an opportunity to give his children a good education and to provide for his own old age.

3. The disadvantages of farm life have largely been overcome by modern inventions. Of what use are the telephone, the radio, and the automobile to the farmer? What new inventions lessen the labor on the farm?

II. Discussion. Working at a Trade

1. Many thousands of people in the United States work in mills and factories. Some people choose this kind of work because it requires very little preparation. They can get work in a mill without having had a good education and without spending money for an outfit. Others prefer factory life to farm life because they like to work in a crowd and to be in town where they can attend moving pictures and go to other forms of entertainment. Still others like factory work because for it they receive fairly good pay without having to take any responsibility about buying or selling the goods manufactured.

2. What kind of person, should you say, ought to

work in a mill? What, to your mind, are some of the disadvantages of mill life?

3. Name some of the trades connected with building and then comment on the following advantages of carpentry as a trade: (1) the large demand for carpenters; (2) the good wages received; (3) the healthfulness of the occupation; (4) the ease with which the trade is learned.

4. What are some of the disadvantages of carpentry as a trade?

III. Making a Report

1. Use one of the following plans, or a similar plan, for a talk based on your discussions:

a. Tell how some particular piece of work is done on a farm. Choose a topic, such as, sowing seed, raising corn, filling a silo, feeding cattle, raising hogs, shearing sheep, making butter, raising chickens.

b. Give a talk on housekeeping with modern devices.

c. Describe the work done by a carpenter in roofing a house or in doing some other job.

d. Give a report on a phase of automobile repairing.

e. Tell about the work done (1) by a mason in building a chimney, (2) by an electrician in putting in a doorbell, (3) by a paper hanger in papering a room, or (4) by a painter in painting a house.

f. Describe some particular phase of lumbering, mining, or fishing.

g. Tell of the work done in a dairy, in a laundry, or in a factory.

h. Describe some kind of machine and tell how it is used.

2. In preparing your report, keep in mind what you have learned during the year. Limit your subject so that you can say enough on the points that you cover to make them clear; secure reliable information and plan

your talk in such a way that it will form a connected story with a well-defined beginning, middle, and end. When you give your talk, try to have pictures and other material to show.

3. Serving the Public

I. Discussion. Going into Business

1. Business men and women are the people in the world who manage (a) the buying, selling, and delivery of goods, and (b) the investment and care of money. Their numbers include wholesale and retail merchants, members of insurance companies, bankers, brokers, and managers of mines, factories, railways, and ships. To this world of business also belong clerks, bookkeepers, agents, and stenographers.

2. Be ready to name (1) some of the leading business firms in your community, (2) a railway company, (3) a milk company. Name also (4) a mail-order house, (5) the makers of a breakfast food, (6) the manufacturers of a well-known automobile.

3. Some of the advantages of being a merchant are given here. Be ready to comment on each: (1) the large income received by a successful merchant; (2) the opportunity to serve a community by giving good value; (3) the respect won by honest dealing; (4) the pleasure that comes from using foresight and ingenuity.

4. What disadvantages does a merchant have to face?

5. In most offices stenographers, bookkeepers, and filing clerks are employed. Thousands of people prefer this kind of work to a trade. Can you tell why?

6. If you were asked to name some of the advantages of stenography as a form of business employment, what should you name?

7. Comment on other forms of business with which you are familiar.

II. Discussion. Taking up a Profession

1. Of all the professions the most important for the welfare of the country are those of home-keeping and teaching. Of great importance, also, is the work done by doctors, nurses, lawyers, ministers, engineers, scientists, authors, editors, musicians, artists, and that of such public servants as policemen and firemen.

2. The work in most professions is interesting in itself. Many people take up teaching, preaching, nursing, the practice of medicine and other professions because they are interested in the work and wish to be of service. These professions call for a high grade of intelligence and a fine education, but in spite of these requirements they are often poorly paid.

3. Be ready to comment on these advantages of becoming a doctor: (1) A doctor wins the love and respect of many people. (2) He is looked up to as a person of high standing in the community. (3) He has an opportunity to be of service to rich and poor. (4) He can help build up the health of a community. (5) He receives sufficient money to live comfortably, to educate his children, and to provide for his own old age.

4. What are some of the disadvantages of a doctor's life?

5. With the help of your class work out on the board an outline for a talk on being a nurse. Include under one heading the advantages and under another the disadvantages.

6. Talk over the advantages and the disadvantages of being a lawyer, a minister, or of belonging to some other profession with which you are familiar.

III. Making a Report

1. The following suggestions should help you in finding a subject for a report on going into business or choosing a profession:

a. Make a report on the work of a public officer, such as that of a mayor or a tax collector, or tell about the work of a postman, a fireman, or a policeman.

b. With the help of Exercises 1 and 2 on page 338, give a talk on what is meant by business.

c. Make inquiries of some business man whom you know; then make a report showing the advantages of going into his kind of business.

d. Name some of the professions and tell of their importance. (See Exercise 1, page 339.)

e. Give a talk telling of some of the advantages of being a doctor, a nurse, a teacher, or a lawyer.

f. Ask questions of some person engaged in a profession and make a report to the class.

2. What care will you take in planning your talk?

4. Holding an Informal Debate

1. Use one of the following resolutions or a similar resolution and help your class to plan and carry on a debate:

Resolved, That it is better to live in the country and work on a farm than to live in a city and work in a mill or a factory.

Resolved, That it is better for a boy to take up a trade like carpentry than to work in an office as a book-keeper.

Resolved, That it is better for a girl to take up a profession like that of teaching or nursing than to go into business.

Resolved, That it is better to save money than to spend it as admittance fees to moving-picture theaters.

Resolved, That Abraham Lincoln is a better model to follow than any other great American.

2. The class should choose two or three persons to give arguments on one side of the question and an equal number to give arguments on the other side. Those chosen should come prepared to present their arguments in a courteous and dignified way.

3. In conducting the debate, the person in charge should first call upon the speakers on the affirmative side. He should then give those on the negative side an opportunity to answer the arguments offered and to present their own. After that the speakers on the affirmative side should have a second chance to speak and those on the negative side a chance to close the debate.

4. After the arguments have been heard, the class should try to come to a fair-minded decision on the question debated. A vote may be taken. See Part One, page 145.

5. What I Should Like to Be

~ [Written composition]

1. In looking ahead to the time when he must choose a vocation, a boy should consider (1) whether he is physically and mentally adapted to the work he may have in mind, (2) whether he likes it or not, (3) whether he has an opportunity for making the necessary preparation, and (4) whether he has a good chance of making a success of the work. The same is true of a girl.

2. With the points named above in mind, write a letter to your teacher, telling your present choice of a life work and the reasons for that choice. Plan your letter carefully and then, after it is finished, proof-read it to make sure that it contains no errors.

6. School News — Class Number

[Writing a paper]

1. Suggest plans similar to the following that could be used in writing articles for a *Class Number* of the *School News*; then submit a paper to the editors.

a. Write a paper entitled *My Happiest Memory of the Past Year* or *The Greatest Triumph of our Class*.

b. Tell of a glimpse into the future. Call your paper *My Favorite Dream*, *Castles in Spain*, or *An Interview with a Fortune Teller*.

c. Write an editorial expressing for the members of the class their appreciation of what the school has done for them.

d. Write a letter of appreciation to your teachers.

e. Write an editorial on thrift, telling its advantages and how it may be cultivated.

f. Write an article giving arguments for going to high school and to some technical or other college.

[Choice of words]

2. Complete:

1. A person of character is one who is self-controlled and ———.

courteous kind trustworthy good-natured

2. To win friends, a person must be ———.

independent self-centered friendly

3. The boys showed their ——— to their friend by standing by him in time of trouble.

loyalty goodness generosity

3. Name for each noun an adjective and an adverb that corresponds to it in meaning. Example: noun — *brevity*; adjective — *brief*; adverb, *briefly*

courtesy

promptness

politeness

generosity

kindness

unselfishness

4. Proof-read your paper with directions on page 409 in mind.

SCHOOL NEWS—CLASS NUMBER

VOLUME III

MAY JUNE

NUMBER 4

CLASS MOTTO

If it is not right, do not do it;
if it is not true, do not say it.

with other men and managing
without friction those who are
working for me.

EDITORIAL. WINNING SUCCESS

It is not always the boy or the girl with the best brain who wins the greatest success in life. It is more likely to be the person with the strongest character and the one who has formed the best personal habits. Education, also, is of great importance.

The following outline was made by an eighth-grade boy who hopes to be an electrical engineer. If he follows his plans, he should be a success.

Winning Success in Electrical Engineering

- I. Education to be attained: high school, college, or technical school, laboratory experience in a big laboratory such as the Edison Laboratory.
- II. Personal habits to be cultivated:
 - (a) the habit of working hard,
 - (b) the habit of being quick-witted in an emergency,
 - (c) the habit of recording little details whether or not they seem important and of taking all the facts into consideration before drawing a scientific conclusion,
 - (d) the habit of getting along

MY PROUDEST MOMENT

One of the proudest moments for me last year was when I received the first copy of our school paper. I was one of the editors, and since I had an article in the paper, I was naturally one of the first to receive a copy. There was the paragraph, and standing out in bold print (as I thought) was my name. Proudly I displayed it, and felt as though I were the editor of a New York daily.

THE BEST LESSON OF THE LAST TWO YEARS

The best lesson that I have learned since I have been in the grammar school is *Labor omnia vincit*, which means *Work wins everything*. Before I came to this school, I had formed the habit of letting the other members of my class do the work. The first month I did the same thing here, but my marks were not so good as they should have been. By the second month I found that without work I could accomplish nothing, so I tried to profit by the example of the children who were working hard. At the end of the term I was not only advanced to the next class but, to my surprise, allowed to skip a half year. So I repeat, *Labor omnia vincit*.

7. Using Words Correctly. Review for the Second Half Year

Test I. Second Form. Personal and Interrogative Pronouns

Copy and complete, using words from the list below Number 6:

1. My cousin and —— often write to each other.
2. John's younger brother is as tall as ——.
3. Grandmother gave Helen and —— each a book.
4. Robert is going for a visit. Was it —— whom you met?
5. A box of candy was sent to Robert's brother and ——.
6. The cousins, both John and ——, are living on a farm.

me	he	I	him	him	him
I	him	me	he	he	he

Complete, using words from below Number 12:

7. Each of the girls is to bring —— books to class.
8. Neither John nor Henry had —— papers finished.
9. Every one can improve in —— work.
10. —— did you see in town?
11. —— are you going with?
12. Robert wants to know —— is going.

her	their	their	who	who	who
their	his	his	whom	whom	whom

Test J. Second Form. Using the Right Form of a Verb

Copy and complete, using words from the list below Number 5:

1. The cat was —— by the fire.
2. The child —— in bed.
3. The book had —— on the wet grass.
4. The woman —— near the window.

5. The sun had not yet ——

lying	laid	lain	sat	rose
laying	lay	laid	set	risen

Complete, using words from below Number 10:

6. The water on the pond was ——.
7. The boys had —— across the river.
8. The boat had —— in shallow water.
9. The boys had —— the boat.
10. The man had —— the rug before he had beaten it.

froze	swam	sunk	took	shook
frozen	swum	sank	taken	shaken

Use words from below Number 14 to complete these sentences:

11. The car was speeding along the highway when a horse suddenly —— into the road.
12. When the boy left, the man —— him his pay.
13. When I am older, I —— learn to drive an automobile.
14. The girl —— permission to leave.

dashes	would be giving	shall	ask
dashed	gave	will	asked

Test K. Second Form. The Relative Pronoun

Copy and complete, using *who* or *whom*:

1. A man —— I can trust makes a safe friend.
2. Give the message to —— ever I send.
3. Is it Henry —— is going?
4. We remember —— the boys were.

Complete, using *who*, *which*, or *that*:

5. The sentinel —— was on duty was alert.
6. The night, —— was dark, seemed long.
7. The horse —— was frightened ran away.
8. The boys saw the aviator —— had crossed the ocean.

Test L. Second Form. Prepositions and Conjunctions

Copy and complete, using prepositions from below Number 5:

1. The boys were —— school.
2. The horse ran through the gate and —— the field.
3. The children sat —— their teacher.
4. The money was divided —— the three boys who had earned it.
5. No one will go —— you go.

to	in	beside	between	without
at	into	aside of	among	unless

Complete, using words from below Number 11:

6. The boys were not sure —— they were right.
7. Every one felt —— the team would win.
8. The reason the girls hurried was —— they thought themselves late.
9. John did not know —— he was tired.
10. The boy works hard, just —— his father does.

if	like	because	as	like
that	that	that	that	as

8. Review. The Sentence

1. Explain the punctuation of the following sentences:

Look at the stars. How far away they seem!

Have you ever looked at a planet through a telescope? Saturn is encircled by rings.

2. Classify the following sentences and then copy and punctuate them:

1. Up and arm
2. This advance must stop
3. What are their plans
4. What a strange circumstance
5. The war was inevitable
6. Let it come
7. Our

brothers are already in the field 8. Why stand we here idle 9. How many wrongs we have endured

3. Arrange the parts of each sentence in their natural order, if they are not already so arranged, and then name the basic idea and the subject and the predicate of each sentence:

1. Near the river gathered a crowd. 2. Presently a knight appeared. 3. He wore shining armor. 4. At his side still hung the golden horn. 5. From his shoulder hung a long blue cloak. 6. Looking up, the people saw the swan floating toward them. 7. The knight made his way to the river bank and sprang into the boat. 8. A dove, catching the golden chain in its tiny beak, guided the boat down the river.

4. Which of the following are prepositional phrases? Which could be used as participial phrases? Which as infinitive phrases?

- | | |
|--------------------------------|----------------------------------|
| 1. Laughing and crying at once | 6. Hurrying to and fro |
| 2. Covered with mud | 7. Before daylight |
| 3. After sunset | 8. With great effort |
| 4. To overcome fear | 9. Discouraged by his misfortune |
| 5. In haste | 10. To master his work |

5. Explain the punctuation of the sixth and eighth sentences in Exercise 3.

6. Examine each group of words given below and tell whether it could be used as a phrase or as a clause and then name the subject and predicate of each clause:

- | | |
|-----------------------------------|-----------------------------|
| 1. When the rain fell | 7. Spreading its wings |
| 2. If the water freezes | 8. Crying hard |
| 3. In the morning | 9. Because the tire was new |
| 4. Among the trees | 10. For keeping the secret |
| 5. Where the stone hit the window | 11. Who stood by the window |
| 6. Under the porch | |

7. Which of the following expressions could be used in different sentences as the principal clause? Which show by their introductory words that they are intended for subordinate clauses?

New York is a large city	Crowds swarm into the street
The streets are lined with tall buildings	The subway is crowded
Where the streets are like canyons	After the crowds have dispersed
Which are narrow	Because some live at a distance
When the offices are closed	Travel by automobile is slow in the down town sections
The traffic becomes congested	

8. Which of the subordinate clauses in the following sentences are descriptive or explanatory and for that reason are set off by one or more commas? Which is a modifying clause used to introduce a sentence?

Although there was no moon, the night did not seem dark.

The young fellow, who was pursued by wolves, skated rapidly down the river.

We crossed the Mississippi River, which had overflowed its banks.

9. Point out the main and subordinate clause in each of the following sentences; then copy and punctuate the sentences:

1. Day after day the partridge which was now resplendent in his new plumage sought his favorite log and drummed a tattoo. 2. When the partridge ceased his drumming the soft footfall of a shy little lady partridge sounded on the dry leaves. 3. Although she had been watching him for several days she had made no sign. 4. In the woods where many enemies

lurked the partridge had her nest. 5. To protect her brood from her enemies the mother partridge which was keen of wit often played tricks. 6. If a fox attacked her brood she would fly near him and pretend to have a broken wing. 7. As she fluttered before him she led him farther and farther from her brood. 8. The little partridges which were taught to hide waited quietly for their mother to return.

10. Explain the punctuation of the following:

"Hold thy voice," said James.

"Let the boy alone," said the keeper. "He's a civil young chap now, and that's more than he'll be long, if he bides with thee."

"I wish I were a keeper," said Tom, "to live in such a beautiful place, and wear green velveteens, and have a real dog-whistle at my buttons like you."

11. Copy and punctuate:

What was that cried one of the thieves in fright

Take me with you I will help you he said

Oh well they replied you are too small to do us any harm

Hush cried the thieves speak lower you will wake everybody in the house

12. Classify each sentence as complex or compound and explain the punctuation:

1. Several bullets struck the log house, but not one entered. 2. As the smoke cleared away and vanished, the stockade and the woods around it looked as quiet and empty as before. 3. A stalwart highlander, who saw the danger, leaped into the ditch to take the colors from the dead man's hands. 4. It was quite dark, and the camp fires had been lighted and the torches were blazing when the king came forth to meet his son.

13. Copy and punctuate the following sentences after first determining which are complex and which compound:

1. The doctor opened the seals with great care and there fell out the map of an island

2. Some eddying fragments which I saw in the sea showed that the ship had been crushed by the waves as if it had been a mere cask

3. The tremendous sea itself when I could find sufficient pause to look at it in the agitation of the blinding wind the flying stones and sand and the awful noise confounded me

4. A poor starved boy who chanced to pass snatched up one of the steaks and Burke gave him a heavy blow on the head

5. The servant had never seen a man smoking before and when he saw the smoke coming out of his master's mouth he threw the full pitcher of water into Sir Walter's face and ran away as fast as he could

6. The soldier lad crouched low behind the door for brave as he was he did not wish these fearful creatures to see him

7. Before he could recover I was safe out of the corner where he had me trapped with all the deck to dodge about

8. The cold evening breeze of which I have spoken whistled through every chink of the rude building and sprinkled the floor with a continual rain of fine sand

9. I stole around by the eastern end keeping close in shadow and at a convenient place where the darkness was thickest crossed the palisade

9. Mastery of the Sentence. Test No. 5

[Recognition]

Write on your test paper the number of each group of words that forms a complete sentence:

1. Swallows darted to and fro above the water
2. In a meadow near a large pond
3. Before the sun had risen
4. The wind was blowing from the east

5. With his aunt who was visiting him
6. The pony running down the street
7. Towns were swept away by the flood, but the great rocks which stood on the mountain side
8. Enthusiasm carried the men far, but they were raw troops and they had suffered much

[Writing in sentences]

Copy the following sentences, putting in capitals and periods where they are needed:

9. The starboard engine had broken but its wreck continued to revolve part of this was a broken rod which acted like a giant flail beating down everything in its way it was the destructive work of this flail that the engineer checked when at the risk of his life he shut off the steam but for the man's heroism the boat might have sunk like an iron pot.

[Appreciation of excellence]

Write on your paper the number of the paragraph that contains sentences which are clear in meaning and which at the same time sound well:

10. The python turned twice or thrice in a big circle, waving his head from right to left. Then he began making loops and figure eights with his body, and soft oozy triangles that melted into squares and five-sided figures and coiled mounds, never resting, never hurrying, and never stopping his low humming song.

11. The python turned twice or thrice in a big circle. He waved his head to right and left. He began to make figures with his body. He made loops. He made figure eights. He made soft oozy triangles. These melted into squares. They melted into five-sided figures and coiled mounds. He never rested. He never hurried. He never stopped his low humming song.

12. Twice or thrice in big circles turned the python. His head he waved to left and right as he would be

making figures, eights and loops, with his body and triangles soft and oozy. These melted into squares and five-sided figures and coiled mounds—without resting, without hurrying as he continued his low humming song that never stopped.

[Punctuation]

Copy these sentences and punctuate them in a way to make the meaning clear:

13. If you please Captain said Joyce am I to fire if I see any one

14. Several men were seen in the woods but not one dared come near

15. The pirate who had been closely watching the captain turned ready to fire

16. When the men disappeared the pirate entered the house

17. Another pirate grasped Hunter's musket wrenched it from his hands and plucked it through the loophole

[Composing sentences]

Make one sentence out of those in each group. You may leave out words and add others, but you must not change the thought.

18. In the jungle lived many savage beasts. Poisonous reptiles lived there too.

19. The path was overgrown by undergrowth and a tangle of vines. It was not impassable.

20. Some of the men rode elephants into the jungle. These wished to hunt a man-eating tiger.

21. The men were armed with guns. They were guarded by natives. The natives carried daggers.

22. Above their heads chattered monkeys. These were disturbed by the strangers. In the grass were strange lizards and other queer creatures.

Standard score: *Fair*, 12-14 correct exercises; *good*, 15-16; *excellent*, 17-22.

Chapter XI

FURTHER STUDY OF THE SENTENCE

The Purpose of this Chapter

The lessons in this chapter continue the work in grammar given in the earlier chapters. Besides summarizing the work covered, they teach new aspects of it and give additional practice in interpreting the relations of words in a sentence.¹

1. The Relations of Words in a Sentence ²

I. Review and Summary

To make sense, a sentence must have a subject and a predicate, both of which are usually expressed. In a sentence giving a command, however, such as *Come*, *Go ahead*, or *Wait a minute*, the subject (you) is understood.

The complete subject of a sentence consists of the word subject with or without modifiers, or of a group of words used in its place.

The complete predicate consists of the verb and its complement (if it has any) and the modifiers of each.

The word subject, or substantive, names that of which something is said.

The verb makes an assertion in regard to the subject.

¹ Classes taking the minimum course in grammar should confine their work to that covered in Chapters I-X, using this chapter merely for reference. Those taking the maximum course should follow the work given in each chapter by the supplementary work included in this present chapter. Note the page references.

² Continued from page 211.

The complement of a verb is a word or a group of words used to complete the meaning of a verb.

Words used to describe, point out, or explain other words are called modifiers.

A modifier may be a word, a phrase, or a clause.

A phrase is a group of related words which is without a subject and a predicate and which does the work of a single part of speech.

A clause is that part of a sentence which contains in itself a subject and a predicate.

II. Practice in Recognizing the Relations of Words

Find in each of the following sentences (1) the word subject and its modifiers, (2) the verb and its modifiers, and (3) the complement of the verb (if it has any) and its modifiers:

1. A dense fog completely covered the little island.
2. In the spring the flooded river overflowed its banks.
3. The street musician had with him a little monkey dressed in a red coat.
4. The circus clown cleverly performed many amusing tricks.
5. The man led the dancing bear slowly down the street.
6. The children laughed merrily.
7. From the distance came a sound of music.
8. A large crowd watched the parade.
9. An elephant led the procession.
10. A restless lion walked to and fro in his cage.
11. A pony drew a little cart filled with children.
12. Above the crowd soared a noisy airplane.
13. An old automobile carried a crowd of children to the circus grounds.
14. Down the street ran the excited boys.

III. Independent Words

The sentence, *It was our plan to take an early train*, is equivalent to *To take an early train was our plan*. The real subject of the sentence is *to take an early train*. What word takes its place?

1. Find the subject of the sentence, *There were no clouds in the sky*.

Words like *it* and *there* when used to take the place of the subject of a sentence are called **expletives**. The word *expletive* means *a filler-in*.

2. Find the real subject in each of the following sentences; then give the sentence without using an expletive:

1. Near the glacier there were many flowers in blossom.
2. There are many geysers in Yellowstone Park.
3. It is worth a long journey to see the geysers in action.
4. There was a volcano on the island.
5. It was dangerous to live near it.
6. It is hard to climb a steep mountain.
7. There are many trails through the woods.

Since an expletive is a word used merely to fill in or take the place of another word or group of words, it is considered an **independent word**.

3. Notice that in the following sentence the expression *brave soldiers* is also an independent element in a sentence. It does not form a part of the main thought.

Brave soldiers, defend your country from its enemies!

An independent element in a sentence may be any one of the following things: 1. An expletive: *There* were many buildings destroyed by the fire. 2. A word or group of words used in direct address: *Withdraw, sir*,

from this court. 3. An interjection: *Alas!* the boat was lost at sea. 4. A parenthetical expression: The loss, *as I have said*, was serious. 5. The adverbs *yes* and *no*: *Yes*, I will surely remember.

When a sentence similar to the one given in Exercise 3 contains an independent element, you may use the form printed below in tabulating the relations of the parts.

Word subject	Verb and modifier	Complement and modifier	Independent word and modifier
You (understood)	defend from its enemies	country your	soldiers brave

4. Use the form given above and tabulate the words in the following sentences:

1. O foolish fellows, you surely have lost your senses.
2. Now, Sir Hawk, this is the last time.
3. Ah, no! I have had plenty.
4. Go to work, you idle fellow.
5. Long ago there lived in the East a wise king.
6. The queen, so the story goes, held two wreaths before the king.
7. O king, examine the flowers carefully.
8. A bee, so they say, sought the real flowers.
9. Brave men there are by broad Santee.
10. Hark! a bell is ringing.
11. Ah, brief is glory.
12. Thou, too, sail on, O Ship of State.
13. Time and tide, according to the proverb, wait for no man.

2. Phrases. Prepositional, Participial, and Infinitive¹

A phrase, when classified according to its form, may be any one of the following:

A prepositional phrase: A wind *from the east* cooled the air.

¹ Continued from page 214.

A participial phrase: The ship *entering the harbor* fired a salute.

An infinitive phrase: The pilot was able *to avoid shallow water*.

A prepositional phrase is a phrase introduced by a preposition governing a noun or a pronoun.

A participial phrase is a phrase introduced by a participle.

An infinitive phrase is a phrase consisting either of an infinitive and its complements and modifiers or merely of an infinitive written with the word *to*.

1. Classify each phrase printed here in italics:

There were seagulls *following the ship*.

They would dive *into the water*.

They tried *to get the food* that was thrown out.

2. Give examples of your own of the three kinds of phrases and then find and classify the phrases in the following sentences;

1. We were in a deep ravine, hemmed in by walls of rock. 2. To ascend the mountain, we followed the course of a mountain torrent. 3. The trail, ascending by high steps, was like a giant's stairway. 4. We found it difficult to follow the path. 5. Once missing my step, I fell near the entrance to a cave. 6. I did not dare to enter the cave for it was used by a bear as a den. 7. When I returned to my companions, I found them building a camp fire in the rocks. 8. After supper we made beds out of cedar twigs and slept on them. 9. In the morning we tried to climb the highest peak in the range. 10. The wind, blowing hard, caused us to wrap our coats closely about us. 11. The mountain top seemed to be a vast collection of loose rocks piled one upon another. 12. The summit was partially hidden by a cloud drifting past.

3. The Noun ¹

I. Direct and Indirect Objects

1. Compare the nouns printed in italics in the following sentences. Which names the person to whom or for whom the act was done?

Direct object: The old sailor gave the boy a *map*.

Indirect object: The old sailor gave the *boy* a map.

Note. The indirect object may usually be considered as the object of the preposition *to* or *for* understood. The sentence, *The old sailor gave the boy a map*, is equivalent to the sentence, *The old sailor gave a map to the boy*.

2. Name both the direct and the indirect object of each verb:

1. The boy showed the doctor his scheme.
2. He told the man his plans for hunting the treasure.
3. The widow bade her son farewell.
4. Every one wished the treasure seekers good luck.
5. The captain gave the crew orders to hoist anchor.
6. The traveler sent his friends a message.
7. Her friends wrote the girl a letter.
8. The government gave the hero a medal.
9. We wished the man success and then departed.

II. Summary. Uses of the Noun

The most common uses of the noun are illustrated by the words in italics in the following summary:

Subject of a verb: Huge *beeches* grew in the forest.

Object of a verb: The man shot a *bear*.

Indirect object of a verb: The boy gave his *brother* a knife.

Object of a preposition: The owl hid in a *barn*.

¹ Continued from page 229.

Appositive: The old man, a sea *captain*, had been on many voyages.

Predicate noun: The lion is the *king* of beasts.

Independent noun of direct address: "Run, *boys!*" shouted the men.

Possessive modifier: The *sailor's* cap was lost.

Note. A noun may be used also: (1) As an adverb: The children ran *home*; (2) As a complement of a verb and a modifier of the object: The club made the boy *president*; (3) As an exclamation: *Heavens*, what a blow! (4) As an independent word with a participle: The *boys* having left, the men resumed their work. This last form is sometimes called the nominative absolute.

A noun used as the subject of a verb names that of which something is said.

An object of a verb names that which receives the action of the verb.

An indirect object of a verb names that to whom or for whom an action is done.

An object of a preposition is a word governed by a preposition.

An appositive is a word used to explain another word referring to the same person or thing.

A predicate noun completes the verb and refers to the same person or thing as the subject.

Note. A predicate noun may be thought of as a form of the appositive.

A noun of direct address is an independent noun naming the person or persons spoken to.

A possessive noun is a noun showing ownership, possession, or a similar relation.

Note. The possessive noun has two uses. It may express ownership or possession or it may express merely a close connection, such as authorship.

Ownership: The boy's knife was new.

Connection: Many of *Stevenson's* poems were written for children.

All possessive nouns are said to be in the genitive case (see page 383).

III. Practice in Recognizing the Relations of Words

Name the main, or basic, idea in each of the following sentences; then tell how each noun is used:

1. The boys caught several trout in the brook.
2. In the pasture some young cattle were feeding.
3. The scout master gave the boys some good advice.
4. The river, a raging torrent, carried the bridge away.
5. The boy's dog followed him into the woods.
6. The class sent the children some flowers.
7. Many lighthouses were built by Thomas Stevenson, the father of Robert Louis Stevenson.
8. The messenger gave the patriots a warning.
9. The soldier was a farmer.
10. The rebels met on the village square, or green.
11. Soldiers! Forward march!
12. Fight for your country, my brave men!

4. The Two Forms of a Transitive Verb *

I. Voice

The subject of a transitive verb does not always name the *doer* of the action. It may name the *receiver*.

The subject of a transitive verb as the *doer of the action*: The cat killed a sparrow.

The subject as the *receiver of the action*: The sparrow was killed by the cat.

1. In which of the following sentences is the subject the *doer* of the action expressed by the verb? In which is it the *receiver*?

1. Hail hit the window.
2. The wind rattled the door.
3. The fruit was damaged by the storm.
4. A

* Continued from page 244.

nest was built by some robins. 5. For the outside the robins used the twigs. 6. The inside was lined with feathers.

2. When the subject of a transitive verb names the doer of the action, that is, when the subject is *active*, the verb is in the **active voice**. When the subject of a transitive verb names the receiver of the action, that is, when the subject is *passive* (meaning *quiet*), the verb is in the **passive voice**.

Active voice: The cat *killed* a sparrow.

Passive voice: The sparrow *was killed* by a cat.

3. Show that the verbs in the first three sentences below are in the active voice and that those in the next three are in the passive voice:

1. The flood broke the dam.
2. The water carried the bridge away.
3. Lightning struck a barn.
4. Havoc had been wrought by the storm.
5. Great trees were upturned.
6. The roofs of houses were carried away.

When a transitive verb is changed from the active to the passive voice, the object becomes the subject. Note, for example, that in Exercise 2, the object *sparrow* in the first sentence is the subject of the second sentence.

4. Change each verb to the passive voice:

Henry wrote a letter.

A snail carries its shell.

Mary baked a cake.

Birds destroy insects.

Mother made a dress.

Horses eat hay.

Father raked the lawn.

Squirrels gather acorns.

5. Change each verb to the active voice; that is, make the doer of the action the subject of the verb:

1. The boat was manned by brave men.

2. Battle-axes were carried by the warriors.
3. The army was led by a fair-haired king.
4. A retreat was made by the Britons.
5. Captives were taken by the enemy.
6. Their treasure was hidden by the refugees.

In composing a paragraph, it usually adds to its clearness if you keep the verbs in the same voice, giving, wherever possible, the active voice the preference.

6. Add another sentence to each exercise, using a verb in the same voice as that of the verb in the sentence given:

Example: To a sentence like, *The field had been ploughed*, add, *The corn had been planted*. The verbs *had been ploughed* and *had been planted* are both in the passive voice.

1. The leader of the band carried a sword. His followers _____
2. The invaders built homes in the forest. The inhabitants _____
3. Rude benches for seats were made by the men. Cloth _____
4. Swine were raised for meat. Cows _____
5. Wolves haunted the forests. Wild boars _____
6. Swineherds watched the swine as they fed on acorns in the forest. Shepherds _____
7. Give two sentences of your own, keeping the verbs in the active voice. Give two sentences keeping the verbs in the passive voice.

II. Practice in Telling the Relations of Words

1. Name the main, or basic, idea in each sentence, and if the verb is transitive, tell whether it is in the active or the passive voice:

1. The king at the head of an army conquered his foes.

2. The forest was burned by the invaders.
3. The pirate ship sailed toward the north.
4. Across the plain fled the defeated army.
5. The beggar sought shelter in the hut.
6. The shepherd watched his sheep.
7. The soldier in hiding repaired his weapons.
8. Deer were shot by the hunters.
9. The fish in the stream were caught for food.
10. Homes were built of heavy timber.
11. The grain grew slowly.
12. A cold wind blew from the east.
13. The tide turned and left the boat stranded on the shore.
14. Into the water leaped the sailor.
15. Down the mountain side rolled a huge boulder.
16. Over the beach broke the great waves.

2. Use the form on page 356 and tabulate the words in Exercises 1, 2, 3, and 4. If you have trouble with these, you should ask for help and then tabulate the words in the other sentences.

5. Adjectives and Adverbs ¹

I. Degrees of Comparison

In comparing the songs of the robin, the wild canary, and the brown thrush, a person might say:

The robin's song is *sweet*.

The wild canary's song is *sweeter* than the robin's song.

The thrush's song is the *sweetest* of the three.

Three degrees of comparison are used above. The adjective *sweet*, which refers to one thing only, is the **positive degree**; the adjective *sweeter*, used in comparing two things, is the **comparative degree**; and the ad-

¹ Continued from page 262.

jective *sweetest*, used in comparing three or more things, is the **superlative degree**.

1. What syllable is added to the positive degree in forming the comparative degree of each of the following words? What syllable is added in forming the superlative degree?

Positive:	tall	rich	strong	hard
Comparative:	taller	richer	stronger	harder
Superlative:	tallest	richest	strongest	hardest

2. Notice that with words of two or more syllables, the comparative degree is formed by the use of the word *more*, and the superlative degree by the word *most*:

Positive:	fragrant	beautiful
Comparative:	more fragrant	more beautiful
Superlative:	most fragrant	most beautiful

Note. Certain words, such as *pretty* and *lazy*, form an exception to this rule. Although they are words of two syllables, they are compared in the same way as words of one syllable.

To express a decrease rather than an increase in a quality, we use the word *less* for the comparative degree and the word *least* for the superlative degree.

Positive:	sour	extravagant
Comparative:	less sour	less extravagant
Superlative:	least sour	least extravagant

The words *good* and *bad* are compared irregularly:

Positive:	good	bad
Comparative:	better	worse
Superlative:	best	worst

3. Find in each sentence the number of things compared; then give the degree of comparison used:

1. The man owned a greyhound and a spaniel; the greyhound was the swifter of the two.

2. Of my two cousins, Elizabeth is the more studious.
 3. The night was the darkest that I had ever seen.
 4. The storm was the most violent one that the ship had ever encountered.
 5. The work done by the younger children was less accurate than that done by the older children.
4. Complete, using the right degree of comparison for the adjective in the parentheses:
1. A pine tree and an oak grew near the house. The pine was the (tall—) of the two.
 2. Of Mary's two brothers Charles is the (strong—).
 3. Of the two blades in my knife the large one is the (sharp—).
 4. Of all the flowers in the garden the roses were the (— fragrant).
 5. In the woods I found wild honeysuckle and some bluebells growing. The honeysuckle was the (— fragrant).
 6. Of all foods milk is the (be—).
 7. Which is the (be—), tea or coffee?
 8. Who is the (young—), Hilda or Mary?

5. With the help of the following examples show that adverbs are compared in the same way as adjectives:

Positive:	fast	rapidly	poorly
Comparative:	faster	more rapidly	less poorly
Superlative:	fastest	most rapidly	least poorly

6. Compare:

hard	hastily	easily
long	carefully	neatly
well	steadily	carefully

7. Name the adverbs and give for each the degree of comparison used:

1. The children did their work neatly.

2. The older ones did their work more carefully than the two younger ones.

3. Of all the tasks, the writing was done the best.

4. The trained athletes played better than the others.

8. Complete, using an adverb in the comparative degree:

1. The boy spoke *politely*. The woman replied even _____.

2. The girl danced *gracefully*, but her sister danced _____.

3. The fox ran *swiftly*, but the dog ran _____.

4. The boy did his work *well*, but the man did his _____.

5. The old man walked *slowly*, but the child walked _____.

II. Summary. The Adjective and the Adverb

An adjective is a word used to modify the meaning of a noun or a pronoun. A *pretty* flower, *any* one.

A proper adjective is an adjective derived from a proper noun. *Canadian*, *French*, *Chinese*.

A descriptive adjective answers the question, *What kind?* A *cold* day, a *pine* tree.

A limiting adjective answers the question, *Which one?* *Whose?* or *How many?* *This* book, *our* school, *a thousand* men.

Note: (1) The limiting adjectives *a*, *an*, and *the* are called articles. *A* and *an* are **indefinite articles**; *the* is a **definite article**. (2) Limiting adjectives denoting number are called **cardinal numerals**. Examples: *one*, *two*, *three*. Those denoting order or sequence are called **ordinal numerals**. Examples: *first*, *second*, *third*.

An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb. Run *swiftly*, *too* many books, *very* fast.

Adjectives and adverbs have three degrees of com-

parison, positive, comparative, and superlative. The positive degree is used when one object or group of objects is referred to. The comparative degree is used when two objects or groups of objects are compared. The superlative degree is used when three or more objects or groups of objects are compared. In an ascending comparison, a given quality increases in intensity.

Positive degree:	strong	pretty	beautiful
Comparative degree:	stronger	prettier	more beautiful
Superlative degree:	strongest	prettiest	most beautiful

In a descending comparison a quality decreases in intensity.

Positive degree:	beautiful
Comparative degree:	less beautiful
Superlative degree:	least beautiful

III. Using Adjectives and Adverbs Correctly

1. Use the article *an* before a word beginning with a vowel. Say:

an orange, an empty house.

2. Use the adjectives *this* and *that* with nouns singular in number; use *these* and *those* with plural nouns. Say:

This kind of berries, that sort of clothes; these kinds of apples, those sorts of goods.

3. Use a predicate adjective to complete the meaning of such verbs as *looks, appears, sounds, tastes, feels*, and other verbs that are associated in a similar way with the five senses. Say:

The garden looked *beautiful*. The echo sounded *faint*.

4. Use only one negative (or word meaning *no* or *not*) where only one is intended. Say:

I *haven't* a pencil (not I *haven't no pencil*).

I *hardly* think it will rain (not I *don't hardly* think it will rain).

5. Use the comparative degree of an adjective or an adverb in comparing two things. Say:

I have two brothers. John is the *taller* one.

A carpenter's work is mastered *more easily* than that of an electrical engineer.

6. Use an adverb, not an adjective, to modify the meaning of a verb.

a. Remember that *well*, *very*, *surely*, and *somewhat* are adverbs, and *good*, *real*, *sure* and *some* are adjectives. Say:

The man was a *good* workman. His work was done *well*.

The boy was a *real* boy. He was *very* lively.

The venture is a *sure* thing. It will *surely* be successful.

There was *some* corn left. It was *somewhat* mildewed.

b. Remember that *more steadily*, and *more easily* are the forms of the adverbs *steadily* and *easily* to be used in comparing two things. *Steadier* and *easier* are forms of adjectives. Say:

The man was *steadier* than the boy. He worked *more steadily*.

The lessons *were easier* than the others had been. They were *more easily* learned.

7. Do not confuse the adverb *there* with the words *their* and *they* or with the contraction *they're*. Say:

I looked in the cupboard; I found the lost book *there*.

8. Avoid confusing the adverb *too* with the preposition *to* (meaning *toward*) or the numeral adjective *two* (meaning 1 + 1). *Too* means *also*, or indicates *how much*. Say:

I went for a walk and for a drive *too*.
The cup was filled *too* full.

9. Place the adverb *only* as near as possible to the word modified. Say:

I have *only* one book (not I only have one book).

Give illustrations of your own for each of the rules above. Begin with those on page 367.

IV. Practice in Recognizing the Relations of Words

1. Give the basic, or main, idea in each sentence and then point out the adjectives and adverbs and tell what each modifies:

1. The young partridges were hidden safely among the leaves.
2. The spring sunshine was warm.
3. The beavers had felled a tree and were industriously building a dam across the narrow stream.
4. The little fox tugged fiercely at his chain.
5. Suddenly he raised his little black nose.
6. A few minutes later a shadowy form appeared near the wood pile.
7. The days were growing longer now.
8. The country road was very dusty.
9. The path through the woods was cool.
10. In the old orchard a blue jay was frequently seen quarreling with other birds or robbing their nests.
11. In the barnyard the hens were busily clucking to their chickens and scratching for food.
12. The sly fox ran quickly across the yard and crawled through the broken fence.

2. Use the form on page 356 and tabulate the relation of the words in the first three sentences above. If you have trouble with these, you should ask for help and then tabulate the words in the other nine sentences.

V. Adjective Phrases and Clauses ¹

Notice that the words printed in italics below help to make the meaning of each of the sentences definite and clear. The phrase, *in the tree*, modifies the noun *nest*; the clause, *which had been injured*, modifies the noun *bird*. Both are *adjective modifiers*.

An adjective phrase: The nest *in the tree* was empty.

An adjective clause: The boy found a young bird *which had been injured*.

An adjective phrase is a phrase used as an adjective.

Note. An adjective phrase is usually either a prepositional or a participial phrase.

An adjective clause is a clause used as an adjective.

Note. An adjective clause is frequently introduced by the pronoun *who*, *which*, or *that*. Such a pronoun, since it shows the relation of a subordinate clause to the word modified, is called a **relative pronoun**.

Classify as an adjective phrase or clause each modifier printed in italics; then tell what noun it modifies:

1. The banks *of the streams* were covered with moss.
2. The boat was filled with men *who were natives of the island*.
3. A strange fish, *which had wings*, was captured by the men.
4. The wind *blowing from the south* was a hot desert wind.
5. The swimmer breasted the waves, *which every moment threatened his destruction*.

¹ These are sometimes called *adjectival phrases and clauses*.

6. A cloud *of smoke* came from the volcano *that formed the island*.

7. The ship, *pitching and tossing*, made its way among the islands *in the archipelago*.

8. A temple *of marble* had been built in the valley *which lay between the mountains*.

9. The traders *who visited the island* came from a seaport *situated on the mainland*.

VI. Clauses. Descriptive and Determinate

A clause used to describe or explain the word modified is called a **descriptive clause**. It can usually be omitted from a sentence without vitally affecting its meaning and for that reason is set off by one or more commas. It will help you to recognize such a clause if you realize that it is like a descriptive adjective.

Descriptive adjective: The *swift* Rhone rises in the Alps.

Descriptive clause: The Rhone, *which is a swift river*, rises in the Alps.

An adjective clause used to point out, or determine, what particular person or thing is meant is called a **determinate clause**. Such a clause resembles a limiting adjective.

Limiting adjective: *That* river rises in the Alps.

Determinate clause: The river *that you see pictured on this map* rises in the Alps.

I. Which of the following sentences contain descriptive clauses? Which contain determinate clauses?

1. The Nile valley which is very fertile is flooded yearly.

2. The tribes that live in equatorial Africa belong to the black race.

3. Stanley who was a great traveler explored Africa.

4. The highest known mountain in the world is

Mount Everest which rises to a height of 29,000 feet.

5. Vesuvius is one of the volcanoes that has caused the most damage in history.

7. In Japan there is a beautiful mountain that is called Fuji-yama.

8. The men crossed the desert that lies in Central China.

9. The Sahara Desert which is in northern Africa is the largest known desert in the world.

10. The Volga which is the largest river in Europe flows into the Caspian Sea.

11. The river in India that is regarded as sacred is called the Ganges.

12. South of Greece lies the Island of Crete which is famous as the home of King Midas.

13. The islands that are called the Isles of Greece are in the Ægean Sea.

14. Venice which was built on more than a hundred small islands is a city in which canals serve as streets.

15. The travelers visited Madrid which is situated on a plateau in the central part of Spain.

2. Select the sentences above that contain descriptive clauses and copy them, inserting commas where they are needed.

VII. Adverbial Phrases and Clauses

In the following sentences the modifiers printed in italics are both used as adverbs and are therefore called adverbial modifiers. In the first sentence *on the ponds* is an adverbial phrase modifying the verb *skated*; in the second sentence *when winter came* is an adverbial clause modifying the verb *froze*.

An adverbial phrase: The boys skated *on the ponds*.

An adverbial clause: The water froze *when winter came*.

An adverbial phrase is a phrase used as an adverb.

An adverbial clause is a clause used as an adverb.

An adverbial clause may express time, place, manner, degree, condition, concession, cause, purpose, or result.

Note. Adverbial clauses expressing time, place, manner, or degree are frequently introduced by the adverbs, *when*, *where*, and *as*. Since these are adverbs used as conjunctions, they are called **conjunctive adverbs**. Adverbial clauses expressing condition, concession, cause, purpose, and result are introduced by the conjunctions *if*, *although*, *because*, *for*, *so that*, and *that*. These conjunctions are called **subordinate conjunctions**.

1. Classify as an adverbial phrase or clause each modifier printed in italics; then tell what it modifies:

1. The engine whistled *when it reached the crossing*.
2. The train stopped *at the railway station*.
3. *In the village* a factory had been built *for the manufacture of shoes*.
4. *Although the land was poor*, the farmer was successful *in his work*.
5. All day the sun shone *on the surface of the pond*.
6. The birds lived *where the undergrowth was thick*.
7. Regularly every evening, the whippoorwills chanted their vespers *for half an hour*.
8. They were again musical just *before the sun rose*.
9. Sometimes the bird would circle round and round me, *as if tethered by a string*.
10. *When other birds are still*, the screech owls take up the strain.
11. *If I followed the path through the woods*, I was usually serenaded *by a vesper sparrow*.
12. *Because its young were in danger*, the mother partridge pretended to have a broken wing.

2. Which of the adverbial clauses in the sentences above are introduced by conjunctive adverbs? Which by subordinate conjunctions?

6. The Three Kinds of Sentences ¹

I. Summary

A simple sentence is a sentence that contains but one subject and one predicate, either or both of which may be compound.

A cold wind blew from the north.

The storm flooded the streams and damaged the crops.

Rain and sleet fell in the valley and hid the mountains from sight.

A complex sentence is a sentence that contains one principal clause and one or more subordinate clauses.

The house stood near a forest in which lived many birds.

When twilight fell, the old owl, which lived in a pine tree, came from its hiding place.

A compound sentence is a sentence that contains two or more principal, or independent, clauses.

The wind blew and a torrent of rain fell.

The trees that grew in the valley were large, but those that grew on the mountain side were small.

Note. In distinguishing a compound sentence from a complex sentence, a person should keep in mind the number of principal clauses. A complex sentence contains only one principal clause, but it may have any number of subordinate clauses. A compound sentence contains two or more principal clauses, and it also may have any number of subordinate clauses.

II. Practice in Recognizing the Three Kinds of Sentences

Classify each sentence as simple, complex, or compound; then copy the sentences and punctuate them:

1. I often see owls near my home

¹ Continued from page 278.

2. One of them which lives in my barn is fond of catching mice
3. Another owl neighbor of mine lives farther away
4. I pass his castle every night on the way to the post-office
5. If the hour is late enough I am pretty sure to see him standing in his doorway
6. As the twilight begins to deepen he rises out of his cavity in the apple trees and sits in the open
7. Dozens of teams and foot-passengers pass him daily but he regards them not
8. When I come along and salute him he opens his eyes a little wider and then quickly shrinks into the background of his door
9. If a mouse should be seen crossing the highway the owl would doubtless swoop down upon it
10. The English house sparrows which are so rapidly increasing among us seek to baffle their enemies by roosting in dense evergreens
11. The owl is soft-winged but he cannot steal in upon their retreat without giving warning
12. The dense evergreens in which the sparrows hide serve as a protection.

7. Connectives ¹

I. Coördinate Conjunctions

A coördinate conjunction is a word used to join words or groups of words of equal rank.

The boys *and* girls played games on the lawn.

The cousins spent their time tramping through the woods *or* fishing in the streams.

The voyage^e was short, *but* it was enjoyable.

Note. Certain coördinate conjunctions are used with other words, thus forming pairs. The conjunction *or* is used in the expression *either — or*; the conjunction *nor*, in the expression *neither*

¹ Continued from page 278.

— *nor*; and the conjunction *but*, in the expression *not only — but also*. Conjunctions used in this way with adjectives or adverbs are called **correlative conjunctions**.

Give sentences of your own showing the use of the conjunctions printed below in *italics*. You may, if you wish, refer to experiences in riding in an automobile or in traveling on a railway train or by boat.

1. The sky was clear *and* the sun shone brightly.
2. The river was narrow, *but* the water was deep.
3. The boy was timid; *nevertheless* he showed courage in an emergency.
4. Not one of the girls could row a boat *or* swim.
5. The beach was crowded; the day, *however*, was pleasant and every one had a good time.
6. *Neither* the older boys *nor* the younger ones were disappointed.

II. Subordinate Connectives

A word used to connect a subordinate clause with the word or words modified by the clause may be any one of the following:

A subordinate conjunction: The river was deep *although* it was narrow.

A conjunctive adverb: The cattle were taken to the mountains *when* spring came.

A relative pronoun: The men watched the boys *who* were playing games.

A subordinate conjunction is a conjunction used to connect a subordinate clause to the word or words modified.

A conjunctive adverb is an adverb used as a conjunction.

A relative pronoun is a pronoun used to connect the clause of which it forms a part to the word modified by the clause.

1. Point out the subordinate conjunctions and then give sentences of your own to illustrate their use:

1. The wind was cold although it was summer.
2. The ship will take the northern course if the weather permits.
3. Although the captain had never been in so violent a storm, he was able to control the ship.
4. Since the voyage was a long one, the ship was prepared for all emergencies.
5. The officers kept a sharp lookout for icebergs so that they might avoid a collision.

2. Give sentences of your own illustrating the use of the conjunctive adverbs printed here in italics:

1. The sky grew dark *as* the storm approached.
2. *When* the weather was mild, the children played out of doors.
3. The women worked *while* their children slept.
4. The ground was fertile *where* the river had overflowed its banks.

3. Match these sentences containing relative pronouns by giving sentences of your own like them:

1. George Washington, *who* was the first President of the United States, was born in Virginia.
2. The Appalachian mountains are old mountains *which* have been worn down and covered with forests.
3. Through the Golden Gate sail ships *that* are bound for the Orient.

8. The Pronoun ¹

I. Person

Notice the difference in the pronouns in these invitations:

I hope you can come to *our* entertainment to be given at three o'clock on Friday afternoon.

You and *your* sister are cordially invited to attend an entertainment at three o'clock on Friday afternoon.

¹ Continued from page 292.

The members of the eighth grade extend to you a cordial invitation to the entertainment which *they* have prepared for Friday afternoon at three o'clock.

The pronouns *I* and *our* stand for the person speaking, and are in the **first person**.

The pronouns *you* and *your* stand for the persons spoken to, and are in the **second person**.

The pronouns *they* and *him* stand for the persons spoken of, and are in the **third person**.

The various forms of a pronoun that are used to show person, number, and case, may be presented in order, that is, the pronoun may be **declined**. Such a presentation is called a **declension**.

The following declension shows the nominative and accusative case forms of the pronoun *I* in the different persons and in the singular and plural number:

FIRST PERSON

	<i>Singular</i>	<i>Plural</i>
Nominative case:	I	we
Accusative case:	me	us

SECOND PERSON

	<i>Singular</i>	<i>Plural</i>
Nominative case:	you	you
Accusative case:	you	you

THIRD PERSON

	<i>Singular</i>	<i>Plural</i>
Nominative case:	he she it	they
Accusative case:	him her it	them

In telling a story, the narrator sometimes changes from one person to another and thus makes his story confusing to listen to. He may start out, for example, telling the story in the first person and then change to the second or the third person.

Right

When *we* are in school,
we have many opportunities for making friends.
We meet other boys and girls and learn to know them well.

Wrong

When *we* are in school,
we have many opportunities for making friends.
You meet other boys and girls and *you* learn to know them well.

1. Find the error that was made by the boy who wrote the following excuse for his absence from school:

Please excuse Willie for being absent. I had a toothache and Mother put me to bed.

Mrs. Jones

2. The pronouns printed in italics in this story of the *Raven* and the *Doves* are in the first person. Change the story so that they will be in the third person. Begin, "*A raven painted his coat white —*"

I painted *my* coat white and tried to live with the doves. When they heard *my* rough voice they drove *me* out of the dovecot. *I* returned to the ravens, but when they saw *my* coat was white they would have nothing to do with *me*. In trying to get into two companies, *I* failed to get into either.

3. Change the pronouns in this story so that it is told in the first person, that is, as if one of the maids were telling the story:

A woman, who was a busy housekeeper, was wont to wake her maids and set them at work by cockcrow. *They* thought this very hard, so *they* decided to kill the cock. But when *they* had done this, *they* were worse off than before. Now the woman waked *them* earlier still, in the middle of the night, for she could not tell when it was cockcrow.

4. Think of some other familiar fable. Tell it in the first person.

5. Notice the difference in the person of the pronouns printed in italics in the following quotations:

Direct quotation: Nathan Hale said, "*I* only regret that *I* have but one life to lose for *my* country."

Indirect quotation: Nathan Hale said that *he* only regretted that *he* had but one life to lose for *his* country.

6. In which of the quotations above are the pronouns in the first person? In which are they in the third person?

7. What difference of method is used in punctuating the two kinds of quotations?

8. Change each of the following quotations to indirect quotations:

1. Henry Clay said, "I would rather be right than president."

2. Peter Stuyvesant angrily exclaimed to the House of Burgesses, "Have it your own way, but I would rather that the English walked over my dead body."

3. Grant said, "I propose to fight it out on this line if it takes all summer."

4. Trembling with emotion, Patrick Henry said to the Virginians, "We must fight. An appeal to arms and to the God of Hosts is all that is left us!"

5. Lincoln said, "All that I am or hope to be, I owe to my angel mother."

9. Change the indirect quotations in these sentences to direct quotations:

1. Columbus told the men that, if in the course of the third day, land was not visible on the horizon he would yield to their wishes and steer for home.

2. After landing, Columbus wrote of the island of San Salvador that his eyes were never weary of gazing on its beautiful verdure.

II. Summary. The Pronoun

A pronoun is a word used in place of a noun.

I, he, they, who, which, that

The antecedent of a pronoun is that for which the pronoun stands.

In the sentence, *Henry said that he would stay*, the noun *Henry* is the antecedent of the pronoun *he*.

Pronouns are often classified as personal, interrogative, relative, or demonstrative.

A personal pronoun is a pronoun that stands for the person speaking, the person spoken to, or the person spoken of.

A pronoun is in the first person when it refers to the person speaking.

I, me, we, us, mine, ours

A pronoun is in the second person when it refers to the person spoken to.

You, yours, thou, thee, thine

A pronoun is in the third person when it refers to the person spoken of.

He, she, they, him, her, them, theirs

An interrogative pronoun is a pronoun used in asking a question.

Direct questions: *What* was done? *Who* will go?

Indirect questions: The man asked *what* was done.

We asked *who* would go.

A relative pronoun is a pronoun used to connect the clause of which it forms a part to the word modified by the clause.

We met a man *who* was an aviator. The plane *that* he used was a Curtiss biplane.

A demonstrative pronoun is a pronoun used to point out one or more objects.

This is mine; *that* is yours.

Note. Besides the four classes named above there are several other classes of pronouns. These include (1) indefinite pronouns, such as *one*, *some one*, *any*, *any one*, *each*, *neither*, *both*; (2) possessive pronouns, such as *mine*, *thine*, *his*, *hers*, and *ours*; and (3) reflexive and intensive pronouns, such as *myself*, *yourself*, and *themselves*. To these classes may be added another class covering the words *my*, *our*, *thy*, *your*, *his*, *her*, *their*. These words are closely allied to such possessive pronouns as *mine*, *thine*, *ours*, *hers*, and *theirs* and may be classified as pronouns used as possessive adjectives.

A pronoun is singular in number when it refers to one person or thing. It is plural in number when it refers to more than one person or thing.

Singular: *He* is going away. Plural: *They* are going away.

A pronoun agrees with its antecedent in person and number.

The *children* knew that *they* were to have their pencils with them.

Every *child* knew that *he* was to have his pencil with him.

John said, "*I* don't like to be late." *John* says that *he* doesn't like to be late.

Note. A pronoun also agrees with its antecedent in gender. The pronouns *he*, *his*, and *him* refer to males and are in the **masculine gender**; the pronouns *she* and *her* refer to females and are in the **feminine gender**; the pronouns *they*, *their*, and *them* are sometimes masculine and sometimes feminine. The pronoun *it* and *its* when used to refer to things that are neither male nor female (or are thought of as neither) are in the **neuter gender**. Since few errors arise from mistaking the gender of a pronoun, but little attention need be given to it.

A pronoun may change its form to show the relation that it bears to other words in a sentence. Such a re-

lation, for example, as that of subject to a verb or that of object to a verb is spoken of as a case.

The case of a pronoun indicates the relation the pronoun bears to other words in a sentence.

A pronoun is in the nominative case when it is:

1. The subject of a verb expressed or understood.
I am going away. John's brother is taller than *he* (is).
2. The complement of a linking verb. It was *he* who was lost.

Note. A pronoun is also in the nominative case: 1. When it is an appositive referring to a noun or a pronoun in the nominative case. Both girls, Mary and *she*, were late. 2. When it is used independently in addressing a person. *Thou*, who art friendless, may Heaven protect thee! 3. When it is used independently with a participial phrase. *He* having left, the boys resumed their tasks.

A pronoun is in the accusative case when it is:

1. The object of a verb. The boy's dog bit *him*.
2. The object of a preposition. A letter was sent to *them*.
3. The indirect object of a verb.¹ The girl's father gave *her* (to her) a watch.

Note. A pronoun is also in the accusative case: 1. When it is the subject or the predicate complement of an infinitive (see page 400). 2. When it is an appositive referring to a noun or a pronoun in the objective case. An Indian guide found us boys, both Henry and *me*.

A pronoun is in the genitive case when it expresses ownership.

This paper is *mine*; that one is *yours*. *Whose* is that?

Note. The possessive form of the following pronouns is written without an apostrophe: *its*, *ours*, *theirs*, *hers*, *whose*.

¹ In order to make the classifications of cases in English correspond to those in certain other languages, the indirect object is sometimes called the *dative case*, and the form used for both the direct and the indirect object, the *accusative-dative case form*.

III. Using Pronouns Correctly

1. See that each pronoun used agrees with its antecedent in gender, person, and number. Say:

Each of the boys is to bring *his* books. The children carried *their* papers home. I have forgotten *my* ticket. Have you forgotten yours?

Note. In a sentence similar to the following, where the gender of the antecedent is either masculine or feminine, use the masculine form. Say: Each child is to see to *his* work.

2. Use the pronoun *who* to refer to persons, *which* to refer to things, and *that* to refer to either persons or things. Say:

The man who or the man that; the city which or the city that.

3. Do not use a reflexive pronoun, such as *myself*, in a sentence that contains no word to which it can refer. Say:

John, Henry, and *I* are going.

Do not say:

John, Henry, and *myself* are going.

4. Do not use the word *his* or *their* in forming a reflexive pronoun. Say:

himself or themselves (not *hissself* or *theirselves*).

5. Use a pronoun in the nominative case for the subject of a verb expressed or understood and as the complement of a linking verb. Say:

(1) My sister and *I* are going away; (2) Mary's sister is younger than *she* (is); John's mother thought it was *he* who was lost.

Note. For the less frequent uses of the nominative case, see the first note on page 383.

6. Use a pronoun in the accusative case for the direct or the indirect object of a verb and for the object of a preposition. Say:

(1) The little boy's brother rescued *him*; (2) The girl's friend sent *her* (to her) a letter; (3) Between you and *me* there should be no misunderstanding.

Note. For less frequent uses of the accusative case, see the second note on page 383 and the optional work on page 400.

IV. Practice in Telling the Relations of Words

1. Change the order of words, if necessary, and name the subject and the predicate of each sentence; then give the case of each pronoun:

1. How far must my sister and I go?
2. What fun we boys have in winter!
3. Bring me a light.
4. Whom did he meet at his cousin's house?
5. Was it he?
6. My lads, what are you doing here?
7. Were you and he at the meeting?
8. How fast they ran!
9. What a strange man he was!
10. How cold the water felt to him!
11. No, it was not I!
12. Send us word early.
13. Please write to them.
14. Give me your promise.
15. Meet us at one o'clock.
16. The boy's friends sent him a letter.
17. The work was divided between him and me.
18. Who is to go with us?

2. Use the plan given on page 356 and tabulate the words in the first three sentences. Any one who has trouble with these sentences is to tabulate the words in the other sentences.

9. The Verb ¹

I. The Principal Parts of Irregular Verbs

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
1. arise	arose	arisen	29. hear	heard	heard
2. awake	awoke awaked	awaked	30. know	knew	known
*3. begin	began	begun	31. lay	laid	laid
4. bite	bit	bitten	*32. lie	lay	lain
5. blow	blew	blown	33. light	lighted lit	lighted lit
6. break	broke	broken	*34. ring	rang	rung
7. burst	burst	burst	*35. rise	rose	risen
8. buy	bought	bought	*36. run	ran	run
9. catch	caught	caught	*37. see	saw	seen
10. choose	chose	chosen	38. set	set	set
11. cling	clung	clung	39. shake	shook	shaken
*12. come	came	come	40. shine	shone	shone
13. creep	crept	crept	41. shrink	shrank shrunk	shrunk shrunk
14. dig	dug	dug	*42. sing	sang	sung
*15. do	did	done	*43. sit	sat	sat
16. drive	drove	driven	44. slay	slew	slain
17. draw	drew	drawn	45. speak	spoke	spoken
*18. drink	drank	drunk	46. steal	stole	stolen
19. eat	ate	eaten	47. swear	swore	sworn
20. fall	fell	fallen	48. swim	swam swum	swum
21. fight	fought	fought	*49. take	took	taken
22. fly	flew	flown	50. teach	taught	taught
23. freeze	froze	frozen	51. tear	tore	torn
24. get	got	got	52. throw	threw	thrown
*25. give	gave	given	53. wear	wore	worn
*26. go	went	gone	*54. write	wrote	written
27. grow	grew	grown			
28. hang	hung hanged	hung hanged			

* The principal parts of the fifteen verbs that cause the most trouble.

Find out which of the verbs given above trouble you and then give sentences using the past form and the past participle of each.

¹ Continued from page 307.

II. Simple and Perfect Tenses

Each tense of a verb, *present*, *past*, and *future*, has two forms. One is a simple tense; the other is a tense that denotes completed action. Since the action represented by the latter is completed or "perfect," the tense is called a perfect tense.

Simple Tenses

Present: paint

Past: painted

Future: will paint

Perfect Tenses

Present perfect: has painted

Past perfect: had painted

Future perfect: will have painted

In forming a perfect tense, we use a participle with an auxiliary. The present perfect tense, indicated by *has* or *have*, shows an action completed before the present time. The past perfect tense, indicated by the auxiliary *had*, shows an action completed before some time in the past. The future perfect tense, indicated by *will have* or *shall have*, shows that the action will be completed before some special time in the future.

1. Prove that the tenses of the verbs in the following sentences are correctly labeled:

Past perfect: All summer the boy *had slept* out of doors, but when the days grew cold he changed his plan.

Present perfect: He *has slept* outdoors, but now he will sleep indoors.

Future perfect: By April he *will have slept* indoors seven months.

2. Name the tense of each verb, and then add a new sentence to each exercise, keeping the verb in the same tense as that used in the sentence given:

1. The girls in our class have formed a sewing club.

2. The boy had learned how to use tools.

3. The baseball team has been practicing every afternoon of this week.

4. By noon the boys will have finished their work.
5. Before our last vacation we had covered the Civil War in our study of history.
6. By the time I am eighteen I shall have graduated from the high school.
7. By September the captain will have completed his fiftieth voyage.

3. Give sentences telling of studies that you have completed or will complete. Use in each a perfect tense.

4. Compose three sentences for each of the following verbs. In the first sentence use the past perfect tense of the verb; in the second use the present perfect; and in the third, the future perfect:

write see begin sing go

III. Agreement in Person of a Verb and its Subject

Notice that the verbs in the following sentences change in form to show whether the subject is the person speaking, the person spoken to, or the person spoken of.

<i>Singular</i>	<i>Plural</i>
First person: I am watching.	First person: We are watching.
Second person: You are watching.	Second person: You are watching.
Third person: He is watching.	Third person: They are watching.

1. What auxiliary, or "helping" verb, is used with the verb *watching* in the first person singular? In the second person singular? In the third person singular? What *auxiliary* verb is used in all three persons in the plural?

By custom the pronoun *you* in the second person singular takes the plural verb *are*. It is for this reason

that it is incorrect to say *You was there* or to ask *Was you there?*

A verb takes the same person as its subject; that is, it *agrees* with the subject in person.

Errors occur frequently in the use of the third person singular of the verb *to be* in both the present and past tenses, and of the verbs *to have* and *to do* in the present tense. It is correct to say:

First person:	I am	I was	I have	I do
Second person:	You are	You were	You have	You do
Third person:	He is	He was	He has	He does

2. Give the person and number of the verbs in each of the following contractions:

you aren't	I wasn't	I haven't	we don't
he isn't	you weren't	he hasn't	he doesn't

3. Why should we say, *am I not* and not *aren't I?* *My brother doesn't* and not *my brother don't?* *Weren't you* and not *wasn't you?*

Note. Any one who wishes to avoid the awkward and incorrect expression *aren't I* and also the formal but correct expression *am I not*, should use a positive rather than a negative question. Instead of asking *Am I not to go?* he should ask *Am I to go?*

4. Give other sentences like the following:

I *am not* going away during my vacation. You *aren't* going away, are you? John says that he *isn't* going away.

I *don't* like to fail in my work. You *don't* like to fail, do you? Mary says that she *doesn't* like to fail.

I *wasn't* at the game on Saturday. You *weren't* at the game, were you? Henry says that he *wasn't* at the game.

I *haven't* learned all my lessons yet. You *haven't* learned yours, have you? Elizabeth says that she *hasn't* learned all of her lessons yet.

To avoid an error in the use of *shall* and *will*, one should keep in mind the following directions:

In referring to a mere future event, use *shall* in the first person, and *will* in the second and the third person.

Say:

First person:	I shall	We shall
Second person:	You will	You will
Third person:	He will	They will

**Optional note.* The various uses of *shall* and *will* may be summed up in the following directions:

In stating a fact, say, *I shall, you will, he will.* In making a promise, giving a threat, or expressing a command, say, *I will, you shall, he shall.*

In asking a question, practically always say, *shall I* or *shall we* for the first person. If the question is in the second or third person, use the form expected in the answer.

In quoting, use the form that is correct when the exact words of the speaker are given. Examples: *He says, "I shall go"* or *He says that he shall go.* *He says, "I will surely go"* or *He says that he will surely go.*

Should and *would* are the forms used for the past tense of *shall* and *will*. The rules that govern them are therefore similar to those given above:

In the main clauses say, *I should, you would, he would*, except when you wish to imply habitual action, determination, or desire.

In questions use *should* or *would* according to the answer you expect. *Should* is almost always correct for the first and second person and *would* for the third.

In quoting, use the form that corresponds to the one used when the exact words of the speaker are given. *He said, "I will be ready"* or *He said that he would be ready.*

In "if" clauses the rules vary from those applicable elsewhere. Use *would* for all three persons to denote inclination and *should* to denote futurity.

IV. The Mood of a Verb

If the truth of a statement is in doubt, a special mood, or form, of the verb is used. In stating a known fact, a person may say: I *was* at the seashore where the weather was cool. In expressing a supposition contrary to fact he may say: If I *were* at the seashore, I should find the weather cool.

For suppositions contrary to fact or for those expressing a doubt, use the following forms:

If I (or we) *were*

If he (she, or it) *were*

If you *were*

If he (she, or it) *would*

1. Show that the following suppositions are each contrary to fact:

1. If the girl were I, she would not go.
2. If I were you, I should try again.
3. If John were older, he would be wiser.
4. If the days were longer, we should have more time.
5. If wishes were fishes, we should all have some to fry.
6. If he would start earlier, the man would not miss his train so often.

2. Give sentences of your own like those above. In some of them tell what you would do (1) if you were older; (2) if you were in a different place; (3) if some favorite dream were to come true.

V. Summary. The Verb

A verb is a word used to assert action or being.

The boys *ran*. The wind *is* cold.

Verbs are either transitive or intransitive.

A transitive verb is a verb expressing action that

takes effect on an object. All other verbs are intransitive.

Transitive: The stone *broke* a window.

Intransitive: The bell *rang*.

A transitive verb is in the active voice when its subject names the doer of the action.

The dog *bit* his master.

A transitive verb is in the passive voice when its subject names the receiver of the action.

His master *was bitten* by the dog.

A linking verb is an intransitive verb used to join its subject to a predicate complement.

The man *is* an aviator. It *was* he whom I saw.
He *seemed* courageous.

Verbs change their form to show person, number, tense, and mood.

A verb is in the first person when its subject names the person speaking; it is in the second person when its subject names the person spoken to; and it is in the third person when its subject names the person spoken of.

First person: I *am*. Second person: You *are*. Third person: He *is*.

A verb is singular in number when its subject is singular. It is plural in number when its subject is plural in number.

Singular: The book *was* lost. Plural: The books *were* lost.

Tense is the time denoted by a verb.

A verb is in the present tense when it denotes present time.

I *am writing* a letter. The weather *is* warm.

A verb is in the past tense when it denotes past time.

I *wrote* a letter. The weather *was* warm.

A verb is in the future tense when it denotes future time.

I *shall write* a letter. The weather *will be* warm.

A perfect tense indicates the completion of an action. The present perfect tense is indicated by the auxiliary *has* or *have*; the past perfect, by the auxiliary *had*; and the future perfect, by the auxiliaries *will have* or *shall have*.

Present perfect tense: I have written a letter.

Past perfect tense: I had written a letter.

Future perfect tense: I shall have written a letter.

The principal parts of a verb are (1) the form used for the present tense (2) the form used for the past tense, and (3) the past participle.

A regular verb is a verb which forms the past tense and past participle by adding *d* or *ed* to the present form. All other verbs are irregular.

Regular:	laugh	laughed	laughed
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Irregular:	see	saw	seen
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An auxiliary verb is a word used with one of the principal parts of a verb in forming a verb phrase.

The light *is* burning. The sun *has* set.

The mood of a verb shows the manner in which an assertion is made.

Note. A verb used to state a fact or ask a question is in the **indicative mood**. Examples: John *is* fourteen years old. How old *is* Henry? A verb used to express a supposition contrary to fact, or the truth of which is doubted, is in the **subjunctive mood**. Example: If John *were* twenty years old, he would be at work. A verb used to give a command is in the **imperative mood**. Example: *Be* attentive.

The conjugation of a verb presents in order the different forms of the verb. The following conjugation shows the various forms of the verb *to be* used in stating a fact, that is, in the indicative mood:

Conjugation of the Verb *To Be*

PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
First person:	I am	We are
Second person:	You are	You are
Third person:	He is	They are

PAST TENSE

	<i>Singular</i>	<i>Plural</i>
First person:	I was	We were
Second person:	You were	You were
Third person:	He was	They were

FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
First person:	I shall be	We shall be
Second person:	You will be	You will be
Third person:	He will be	They will be

PRESENT PERFECT TENSE

	<i>Singular</i>	<i>Plural</i>
First person:	I have been	We have been
Second person:	You have been	You have been
Third person:	He has been	They have been

PAST PERFECT TENSE

	<i>Singular</i>	<i>Plural</i>
First person:	I had been	We had been
Second person:	You had been	You had been
Third person:	He had been	They had been

FUTURE PERFECT TENSE

*Singular**Plural*

First person: I shall have been We shall have been
 Second person: You will have been You will have been
 Third person: He will have been They will have been

Note. A verb is in the **progressive form** when it names an action in progress. In this form the present participle is used with different auxiliaries: *I am writing, I was writing, I shall be writing, I have been writing, I had been writing, I shall have been writing.* Verbs also have a special form (1) for asking a question, (2) for expressing a negation, and (3) for giving emphasis. In all of these forms the auxiliary *do* is used. **Interrogative form:** *Do you intend to go away?* **Negative form:** *I do not intend to go.* **Emphatic form:** *You think that I did not believe your story; I did believe it.*

VI. Using Verbs Correctly

1. Use a singular verb with a subject singular in number and a plural verb with a subject plural in number. Say:

The desk *is* varnished. The desks *are* varnished.

Note. A singular verb is used (1) with a subject singular in number; (2) with singular subjects joined by *or* or *nor*; (3) with such words as *each, every, either, neither* referring to objects thought of as singular; (4) with words naming a sum of money or a number regarded as one sum. A plural verb should be used (1) with a subject plural in number; (2) with subjects joined by *and*; (3) with the pronoun *you*. See page 164 for rules with examples.

2. Be sure that a verb agrees with its subject in person. Say:

I *do*, he *does*; I *don't*, he *doesn't*; It is I who *am* to blame, It is he who *is* to blame.

3. Make no sudden, illogical shift in the tense of the verbs used in a sentence. Say:

We *were riding* in an old wagon when off *came* a wheel.

Do not say:

We *were riding* in an old wagon when off *comes* a wheel.

4. Avoid using the present form of the verbs *say*, *give*, and *ask* in place of the past form. Say:

My mother *said* that I might go. My father *gave* me a present on my birthday. I *asked* to go.

5. Do not use *would* or *would be* when you intend to express simple past time. Say:

When I was in the country, I *worked* in the fields.

Do not say:

When I was in the country I *would be working* in the fields.

6. Use the word *shall* with the pronouns *I* and *we* in asking questions and in expressing simple futurity. Say:

Shall I go? When our vacation is over, *we shall* be ready for school again.

7. Avoid confusing the past participle of a verb with the past form (see the list on page 179 or the one on page 386). Say:

(1) I *saw* an airplane. I *have seen* an airplane.
 (2) I *ran*. I *have run*. (3) John *went*. He *has gone*.
 (4) Mary *did* her work. Her work *is done*. (5) The boy *came* early. The boy *has come*. (6) I *broke* my pencil. My pencil *is broken*. (7) The bell *rang* at nine o'clock. The bell *has rung*.

8. In a supposition contrary to fact use the word *were* in such expressions as, *if I were you*, *if he were his brother*.

9. Be careful to give each verb its correct meaning. (See the list on page 181.)

10. Words Serving Two Purposes¹

I. Verbal Adjectives

In the lesson on page 213 you learned that a verb used as an adjective is called a verbal adjective, or participle. You observed, for example, that in a sentence such as, *The soldier fighting for country was killed*, the word *fighting* is a form of the verb *fight* used as an adjective modifying the noun *soldier*.

1. Show that each participle printed here in italics is an adjective, and name the verb from which it is derived:

The picture *hanging* on the wall was a mountain scene.

The reflection, *quivering* in the lake, showed a snow-capped mountain.

A sailboat, *blown* by the wind, was near capsizing.

The lake, *sheltered* by the mountains, was calm.

Participles like *hanging* and *quivering* that end in *ing* and denote present time are called **present participles**.

Participles like *sheltered* and *blown* that end in *ed* or *n* and denote past time are called **past participles**.

2. Find in the following sentences examples of both present and past participles; then give other examples:

In the summer the stream flowing through the valley was scarcely more than a brook.

In the spring the stream, flooded by rain, became a swift river.

Spanning the river was a bridge built of stone.

3. A participial phrase, that is, a phrase introduced by a participle, is usually set off by one or more commas when it is placed at the beginning of a sentence or when it is used as a descriptive or an explanatory

¹ Continued from page 307.

modifier that may be omitted from the sentence. Illustrations:

Carrying a silk flag, the standard bearer led the procession.

High Street, crowded with people, was impassable.

4. Find the participial phrases in the following sentences; then copy the sentences, putting in commas where they belong:

1. Hurrying to and fro the excited crowd watched the game.

2. The boy angered by his treatment hastily left the field.

3. Raising my head to an aperture among the leaves I could see two men standing face to face in conversation.

4. The red glare of the torch lighting up the interior of the block-house showed me the worst of my apprehensions realized.

5. Crawling on all fours I made steadily toward the men.

6. There was no sound but that of the distant breakers mounting from all round and the chirp of countless insects in the brush.

7. The air was filled with mist rising from the streams.

8. The wind blowing a hurricane carried away the main mast from the ship.

9. The hail pelting the sailors blinded them at their work.

10. Late in the afternoon the storm having spent its fury quieted down.

11. The ship piloted by a skillful man made its way safely through the shoals that blocked the entrance to the harbor.

5. Make a list of present participles in the sentences above and also one of the past participles.

6. In using a participial phrase, a person must be

careful to make clear just what the phrase modifies or he will make errors similar to the following. Tell how to correct each sentence:

1. The balloon was found by a small boy hanging in a tree.
2. Being hungry, they gave the tramp a good dinner.
3. While dozing on the bank, my line began to bob violently in the water.
4. After finding the books, they were turned over to the librarian.
5. While washing the dishes, the plate was broken.
6. Riding a mule, dressed in a coarse woolen garment, the monk entered the village.
7. Use in sentences as adjectives, making it clear to what each participial phrase refers:

Laughing and crying at once	Knitting patiently
Watching all night long	Standing near the house
Hurrying along the road	Fishing in a brook

II. The Verbal Noun or Infinitive

1. Verbs used as nouns, as you learned in the lesson on page 214 are called verbal nouns, or infinitives. In the first sentence below, the infinitive *to serve* is a verb in that it expresses action and takes an object. It is a noun in that it is used as the subject of the sentence. Prove that *to make* in the second sentence is both a verb and a noun.

To serve his town was the officer's ambition.
He tried to make the streets safe.

2. Point out the infinitive phrases and tell which are used as subjects and which as objects:

1. To have high ideals was the ambition of the school.

2. The pupils tried to be helpful.
3. They wished to succeed in their work.
4. To serve the school was ever in their minds.

3. In using an infinitive, a person should in general avoid splitting it by placing an adverb between the preposition and the verb. It is correct to say, *The boy learned to write neatly*, but not correct to say, *The boy learned to neatly write*.

4. Use adverbs like *carefully*, *gently*, *greatly*, *quickly*, *neatly*, to modify the infinitives, finding for each adverb, if possible, more than one position in the sentence:

1. The carpenter stayed to measure the window.
2. The boy remembered to knock at the door.
3. The girls wished to improve their work.
4. The man tried to turn his car.
5. The children learned to draw maps.

Errors are sometimes made in the tense of the infinitive. Since it is correct to say *I hope to go*, it is also correct to say, *I hoped to go*. It is illogical to say *I hope to have gone* and therefore illogical and incorrect to say *I hoped to have gone*.

5. Copy and complete:

1. The aviator planned —— the end of his journey by nightfall.
2. The boys hoped —— their work by noon.
3. The young man longed —— in foreign lands.
4. The girls wished —— the meeting of the club.

III. Optional. Using Pronouns with Infinitives

[The subject of an infinitive]

- I. Find in each sentence the object of the verb *wished*:

The boy's father wished that he would work.

The boy's father wished him to work.

2. Notice that the infinitive phrase, *him to work*, is equivalent to the clause, *that he would work*, and that *him* is the subject of the infinitive *to work* in much the same way that *he* is the subject of *would work*.

3. Point out the infinitives:

I asked him to go.

We expect her to do her duty.

4. In the sentence, *I asked him to go*, the expression, *him to go*, is the object of the verb *asked*. What word is used as the subject of the infinitive? Why is *him* not regarded as the object of *asked*? What words in the second sentence (see Exercise 3) form the object of *expect*? What is the subject of the infinitive *to do*?

5. Point out each infinitive and its subject:

We obliged them to leave.

We wished him to work.

Whom did he ask to stay?

The subject of an infinitive is in the accusative case.

6. Complete, using a pronoun in the accusative case:

1. John's father asked —— to go to town with him.
2. The girl's friends wished —— to join their club.
3. —— did you invite to visit us?
4. If you meet the boys, will you ask —— to see me?
5. —— shall we ask to go with us?
6. —— do you expect to see at the meeting?
7. My cousins invited my brother and —— to visit them.

[The complement of an infinitive]

Notice that in the first sentence below the predicate pronoun is in the nominative case referring to a subject in the nominative case, and in the second sentence the predicate pronoun is in the accusative case referring to the subject of an infinitive:

Predicate pronoun in the nominative case: The boy thought it was *he* who was to blame.

Predicate pronoun in the accusative case: The boy's brother knew it to be *him*.

7. Complete, using a pronoun in the right case:

1. John remembered that it was —— who was to go.
2. We thought it to be ——.
3. When I saw my uncle after many years I knew it to be ——.
4. Mary thinks it is —— who spoke to her.
5. —— do you think it to be?

Note. In the sentence, *It seems to be he who is wanted*, the expression *seems to be* is equivalent to the word *is*. It is therefore followed by a pronoun in the nominative case.

8. Show that the words printed in italics are infinitives, that is, verbs used as nouns:

His *laughing* caused some embarrassment.
We thought her *leaving* was a mistake.

Notice that with an infinitive ending in *ing* the possessive adjective is used instead of a pronoun in the accusative case. It is correct to say:

We were surprised at *his* going (not at *him* going).

Note. A pronoun used with a participial phrase in such a sentence as *He having left, the room seemed deserted* is in the nominative case. This construction should not be confused with a pronoun used with an infinitive.

9. Complete with pronouns used as possessive adjectives:

1. Does John's mother approve of —— playing in ~~the~~ street?
2. The accident was prevented by —— turning quickly.
3. Tom's sister had never heard of —— wishing to go to work.
4. —— playing football was an advantage to the boy.
5. —— waiting brought the men their reward.
6. None of our friends were surprised at —— joining the club.
7. Tom's friends asked, "Have you ever heard of —— not keeping his promises?"
8. Because of —— careful planning, the boys were able to accomplish much work.

10. Copy and complete, using words from below Number 6:

1. We were surprised at —— going.
2. Emily asked us girls, both Mary and ——, to stay.
3. The boy's friends thought it to be ——.
4. We were asked to appoint both —— and his brother.
5. The man —— I thought to be my friend proved to be my enemy.
6. —— did they think it to be?

his	I	him	him	who	who
him	me	he	he	whom	whom

11. The Noun, or Substantive, Element in a Sentence¹

I. Choice of Substantives

Any word or group of words used as a noun may be called a substantive.

1. Notice the different forms of the substantives used as the subjects of the following sentences:

1. The boys will play ball on Saturday.
2. They are ready for the game.
3. To win is their ambition.
4. Playing hard is their custom.
5. That their team will win is predicted.

2. Which of the subjects is a pronoun? Which is a noun? Which is a noun clause? Which are infinitives?

3. With the help of the following sentences find what may be used as the object of a transitive verb:

1. The boy was learning *to use a typewriter*.
2. He wrote *a letter* of application.
3. He wrote *it* carefully.
4. As a conclusion he wrote, *For a recommendation I refer you to the principal of the Washington School.*

¹ Continued from page 330.

4. Use these sentences to help you find out what substantives may be used to complete a linking verb:

1. The man was an *aviator*.
2. It was *he* who gave an exhibition in the air.
3. His chief trick was *to turn a somersault in the air*.
4. His motto was "*Keep cool*."

5. Give sentences of your own showing what form of expression may be used (1) as the subject of a sentence; (2) as the object of a transitive verb; (3) as the predicate complement of a linking verb.

II. Optional. The Objective Complement, or Accusative Adjunct

1. Notice that each of the words printed here in italics completes the meaning of a verb and that, at the same time, it modifies the object:

We thought the rose *beautiful*.

The girl made her garden a *success*.

Words like *beautiful* and *success* used to complete the meaning of a verb and modify its object are sometimes called **objective complements**, or **accusative adjuncts**. Notice that in the first sentence the objective complement is an adjective. What part of speech is the objective complement in the second sentence?

2. Point out the object and the objective complement of each transitive verb:

1. We made our class a dramatic club.
2. We called the club "The Merrymakers."
3. The club elected Tom president.
4. The members appointed Helen secretary.
5. By working together we made the play a success.
6. We thought the entertainment good.

III. The Noun Clause in Direct and Indirect Discourse

1. Which of the following sentences contains a direct

quotation, that is, words quoted as spoken? Which contains an indirect quotation?

Poor Richard said, "Lost time is never found again."

Poor Richard said that lost time is never found again.

Notice that each of the sentences above contains a noun clause used as the object of the verb *said*.

2. Find the noun clauses that form direct quotations in the following sentences and tell how each is used:

1. The man said, "Experience keeps a dear school."
2. The proverb quoted was "Birds of a feather flock together."
3. "Little strokes fell great oaks" is an old saying.
4. The children were familiar with the proverb, "A penny saved is a penny earned."
5. Do you know the meaning of "Many a mickle makes a muckle"?

3. Read the noun clauses that form indirect quotations in the sentences given below. How is each clause used?

1. The proverb that a rolling stone gathers no moss is often quoted.
2. Did you ever hear that a cat in gloves catches no mice?
3. The saying quoted from Poor Richard was that it is hard for an empty sack to stand upright.
4. That a new broom sweeps clean is a fact often observed.

4. Complete these sentences, using a noun clause in each:

1. The advice given was ———.
2. ——— is an old saying.
3. ——— asked the stranger.

4. The fairy tale began with ——.
5. The story ended with ——.
6. The children knew the proverb, ——.

5. Notice that the noun clause in the following sentence is part of the main clause; that is, the main clause cannot be given without including the noun clause:

The woman said, "Silks and satins put out the kitchen fire."

In how many of the sentences in Exercises 2 and 3 is this also true?

IV. Summary. The Noun, or Substantive, Element in a Sentence

The noun, or substantive, element in a sentence may be a noun, a pronoun, an infinitive, or a clause. Any one of these forms may be used as the subject of a verb, as the object of a transitive verb, as the predicate complement of a linking verb, as the object of a preposition, or as an appositive. For example, a noun clause may be:

The subject of a verb: "The early bird catches the worm" is an old saying.

The object of a transitive verb: The stranger asked, "Which is the shortest way to town?"

The complement of a linking verb: The advice given was "Try again."

The object of a preposition: The fairy tale ended with "They lived happily ever after."

An appositive: I learned the quotation, "Kind hearts are more than coronets."

Note. Nouns and pronouns have certain uses that the other substantives do not have. A noun may be used as an adverb (see pages 175 and 359) or as an objective complement (see page 404). Both nouns and pronouns may be used as possessive modifiers, as indirect objects and as independent words (see pages 359 and 383).

Chapter XII

SUMMARY OF WORK IN COMPOSITION

1. Composing a Talk or a Paper

I

In composing a talk, whether it is a story, an explanation, or a description, you should try to keep the following directions in mind:

Choice of subject. Choose a topic that will interest your audience and one to which you have given some thought. Limit your subject. Remember that it is better to tell a great deal about one topic than a little about each of many topics.

Preparation of subject matter. Before attempting to compose, think over your subject and then collect the facts and other material that you will need to use. If your mind is thoroughly filled with what you have to say, the task of composing will be comparatively easy.

Organization and development of thought. Plan your composition in such a way that it will form a connected "story" about a single idea or event. Arrange your facts in order and see that the most important ones receive the greatest emphasis. If the composition is to be a long one, use an outline to help you.

Interesting an audience. In order to awaken the interest of your listeners, choose a brief and attractive title and a good opening sentence. To keep their attention (1) use details that will help them to get your point and see what you are describing; (2) when it is appropriate to do so, use a direct quotation or a question, or give a contrast, a comparison, or a personal

comment; and then (3) in closing, choose an ending that brings the composition to a definite conclusion. To leave a good impression, be courteous to your audience throughout your talk; be modest, unaffected, and truthful.

Use of sentences and choice of words. In composing your talk, be careful to express your ideas in clear sentences and to use words that exactly fit your meaning (see pages 411 and 414 for fuller directions).

II

Giving directions. See that you yourself have a clear understanding of what you are to explain. Plan your talk so that your listeners can get a clear idea of just what is to be accomplished and just how it is to be done. Give the directions step by step in the order in which the work is to be performed. Express each idea as briefly and as clearly as possible.

Describing an object. Before giving a description, study your own impressions of that which is to be described. Select the characteristics that make the deepest impression on you and describe them. In making a report, give enough detail to make others see and feel just what you yourself felt and saw.

Telling a story. Select a single event as a subject and give enough detail to make the story interesting. Try in the introduction to prepare your listeners for what is coming and then tell them your story in such a way that it grows more and more interesting as it proceeds. Choose an ending that brings the story to a definite conclusion.

Giving arguments. In giving arguments in favor of or against a question, select those that are important and present them in a fair-minded, courteous, and convinc-

ing way. Try to get at the truth of a question without showing any personal feeling or ill will.

2. Giving a Talk

Face your audience before you begin to speak. Stand firmly on both feet in an easy, quiet position, changing your position only occasionally. Use a pleasant, low voice, but speak so distinctly that every one can hear you with ease. Make your talk interesting and have it well in mind so that you can give it without hesitation and in a way that will show that you believe in what you are saying.

3. Correction of Written Work

Form the habit of looking through your written work and correcting all errors.

In criticizing the appearance of a paper, consider the placing of the title, the width of the margins, and other features mentioned in the directions on page 410.

Make sure that the paper is correctly paragraphed and that the first line of each paragraph is properly indented.

Next look at the sentences. See that the paper is written in separate and complete sentences that are clear in meaning; then examine the capitalization and punctuation.

Let no error in spelling or in the use of words escape you. Keep in mind the Spelling Demons on page 426 and the directions given on page 416. When in doubt about a word, consult the dictionary.

If you find an error in a paper, correct it. If the paper is written in pencil, erase the error without smudging the paper and substitute the correct form. If it is written in ink, draw a line through the incorrect

expression and write the correct form above it. When a word has been omitted, write it above the place where it should have appeared and insert a caret to indicate the position. Illustration:

We waited ~~until~~^{until} after school before giving^{the} entertainment.

Note. When pupils are asked to find their errors from check marks written in the margin, the following signs may be used to indicate the errors: ¶ for paragraphing, *s* for sentence, *cap* for capital letter required, *l.c.* (lower case) for small letter required, *p* for punctuation, *sp* for spelling, and *w* for the use of words. If the teacher wishes to direct a pupil to a specific rule, she may refer to the numbered directions covered in the summaries on pages 411-416. For an error in the use of the sentence, for example, she may write in the margin of a child's paper S¹ for a "run-on" or an incomplete sentence (see direction Number 1, page 411); S² when the thought in a sentence is not clear; S³ when the sentences are "choppy" or awkward; S⁴ when something has been omitted; and S⁵ when a sentence lacks force and is uninteresting.

4. Making a Paper Look Attractive

Unless your school has its own form for written work, you may use, with your teacher's permission, the following directions:

1. Write the name of your school and of your grade in the upper left-hand corner of your paper and your name and the date in the upper right-hand corner.
2. Leave a line empty and then place the title on the next line in such a position that the space at the right and the one at the left are about equal. Leave another line empty below the title.
3. See that the left-hand margin is made about an inch wide and is kept even. Make the right-hand margin about half an inch wide.
4. Indent the first line of each paragraph about an inch.

5. Leave between sentences a space equal to the width of the letter *m*. Make the space between words the width of the letter *n*.

SCHOOL	NAME
GRADE	DATE
TITLE OF PAPER	

5. Writing in Paragraphs

1. See that your paper is written in paragraphs and that each paragraph deals with a single topic connected with the main subject.

2. In writing a conversation, begin a new paragraph with each change of speaker.

6. Use of the Sentence

1. Speak and write in separate sentences, each complete in itself. Do not combine unrelated ideas or use "run-on" sentences containing unnecessary *and*'s, *so*'s, and *then*'s.

2. Try to make the thought in each sentence clear. Do not, for example, use a pronoun such as *he*, *she*, or

it until you have mentioned the person or thing for which the pronoun stands. Be careful also of the placing of all modifiers.

3. Make your sentences sound natural. To avoid having too many short sentences come together, occasionally use a longer one.

4. Do not omit necessary words.

5. Try to make your sentences interesting. See that they exactly express your thought or mood. When it is natural to do so, use a question, an exclamation, a comparison, a contrast, or a repetition.

7. Rules for the Use of Capital Letters

1. Begin with a capital letter:

a. The first word of a sentence.

b. All proper names and all abbreviations for them.

Note. In the list of proper names should be included the days of the week and the months of the year, but not the seasons of the year. The points of the compass should also be included when they are used to designate the sections of a country, but not otherwise.

c. All adjectives derived from proper names.

d. All titles of respect and their abbreviations.

e. Initials used in writing a name; also those standing for the points of the compass.

f. All sacred names and all words referring to them.

g. The first word and all other important words in the title of a book or a story.

h. The first word in each line of poetry.

i. The first word of a direct quotation.

j. The first word of the greeting in a letter and the first word of the ending.

2. Write the words I and O as capitals.

8. Rules of Punctuation

1. Use a period:

- a. At the end of each declarative sentence.
- b. After an abbreviation or an initial.
- c. After each numeral used to indicate a division of an outline.

2. Use a question mark, or an interrogation point:

- a. At the end of a question.
- b. Enclosed in parentheses — thus (?) to indicate that the meaning of a word or a phrase is questioned.

3. Use an exclamation point:

After a word, a phrase, or a sentence used as an exclamation.

4. A comma indicates a slight change of thought. Use the comma:

- a. To separate the parts of a date, the parts of an address, and all other words in a list or a series.
- b. To set off the name of a person addressed or a word used in place of the name.
- c. To set off a direct quotation.

Note. A comma should never be used after a question mark or an exclamation point at the end of a quotation.

- d. To set off a word used independently, such as *please* in making a request, or *yes* in answering a question.

- e. To set off an appositive and any other descriptive or explanatory expression that may be omitted from a sentence without vitally changing its meaning.

Note. This list includes all descriptive clauses.

- f. To set off at the beginning of a sentence an introductory expression containing a verb, or a verb used as an adjective or as a noun.

Note. The introductory expressions referred to in the rule include (1) adverbial clauses (unless very brief) introduced by subordinate conjunctions such as *if*, *when*, and *although*; (2) participial phrases; (3) prepositional phrases containing participles; and (4) infinitive phrases expressing purpose.

g. To separate the members of a compound sentence connected by *or*, *nor*, or *but*.

h. To separate the members of a compound sentence connected by *and* when the subjects of the members are different.

5. A semicolon indicates a greater change of thought than a comma indicates, but not so great a change as that indicated by a period. Use a semicolon:

a. To separate the members of a compound sentence when the connective has been omitted.

Note. Very often when the connective is omitted, the succeeding member is introduced by *nevertheless*, *however*, or *therefore*.

6. Use a colon:

a. After the salutation of a business letter.

b. After a formal introduction to an enumeration of items.

c. Between the hours and minutes in indicating time in such expressions as 8:30 A.M. and 2:15 P.M.

9. Use of Words

Gain as wide a knowledge of words as possible so that you can at all times choose words that exactly fit the ideas which you wish to express.

1. Use words that are appropriate. In speaking of a person for whom you have respect, choose words that are dignified. Avoid an excessive use of slang.

2. Do not exaggerate. If you mean a hundred, say a hundred and not a thousand.

3. Try to select words that help others to picture

what you have in mind. If you wish to describe the motions of a pigeon, for example, you might use the words *fluttering*, *strutting*, *darting*.

4. Avoid the excessive use of one word and all awkward repetitions. Instead of saying "I am *fine*, the weather is *fine*, and I am having a *fine* time," say "I am *well*, the weather is *good*, and I am *enjoying* myself."

Use all words correctly.

5. Avoid confusing the past form of a verb with the past participle. Say, for example, I *saw*, I *have seen*; Ruth *did* her work, Ruth *has done* her work; Father *came* home early, Father *has come* home; The birds *went* south, The birds *have gone*.

6. See that a verb agrees with its subject in person and number. Say, for example, Each of the boys *is* going; Tom *doesn't* like to hurry; There *were* ten girls present.

7. Give every word its correct meaning. Do not, for example, use *can* for *may*, *lay* for *lie*, *good* for *well*, *leave* for *let*, *their* for *there*, or *to* for *too*.

8. Avoid a double negative. Do not say, *I haven't none*. *This isn't hardly right*.

9. Do not repeat a subject thus making it double, or use other unnecessary words. Do not say, My mother, *she* said; Where are you *at*; *Why*, there was; Elevated *up*.

10. Use all pronouns correctly, being particularly careful that each is in the correct case. Say, *He and I* are going; It was *he*; She is as tall as *I* (am); *We* girls were there; This is to be divided between you and *me*; Each of the boys is to bring *his* book to class.

11. Avoid using an adjective for an adverb. Say, The boy turned *quickly*. Advice is *more easily* given than taken.

12. Avoid all other errors that you have been taught to avoid.

10. Spelling

Be careful to spell all words correctly and to use the apostrophe and the hyphen where they are needed.

1. Avoid making errors in spelling the words included in the list on page 426.

2. Consult the dictionary for words not included in the list.

3. For the rules governing certain plurals, see page 160.

4. Spell out all round numbers used in a sentence as well as all other numbers of three figures or less except those used in writing dates such as *September 3* and *December 21*.

5. Do not abbreviate such words as *months*, *years*, *November* when using them in a sentence.

6. Use an apostrophe in all contractions such as *I'll* (I will), *can't* (cannot), *doesn't* (does not).

7. In writing singular words expressing ownership (or a similar relationship such as possession or authorship), use an apostrophe and an *s*. In a plural word ending in *s*, place the apostrophe after the *s*. Write: the boy's hat, the boys' hats; the child's playground, the children's playground. Do not use an apostrophe in such possessive pronouns as *hers*, *its*, *whose*, *theirs*.

8. Use a hyphen in compound numerals and in other adjectives made up of two or more words. Write: twenty-one days, a first-class ticket.

9. When in doubt about the use of a hyphen in a compound noun, consult the dictionary.

10. In dividing a word at the end of a line, see that the break comes between syllables. Write: *col-lect*, *send-ing*, *remem-ber*. It is not customary to divide words of one syllable nor to divide a word in such a way that a syllable containing only one letter is separated from the rest of the word. Do not divide words like *walked*, *among*, *idea*. Whenever you are in

doubt about the syllabification of a word, consult the dictionary.

II. Letter Forms

I. Business Letters

Address
and date

Salutation

Body of
letter

Complimen-
tary close and
signature

INDENTED FORM

BLOCK FORM

In writing a letter, first decide whether to use an indented form or the block form and then be careful to space the letter in such a way that it can be read easily. The spacing must be made to fit the size of the paper, but in general for paper measuring about nine inches by eleven inches the following rules are good ones to observe:

Leave a margin about two inches wide at the top of the first page.

Make the margins at the sides an even width, about an inch and a half wide.

Make each indentation about half an inch wide.

Begin the complimentary close in the middle of the line and write the signature below it.

Be consistent throughout the letter by using either the indented form or the block form. Do not combine the two.

II. A Friendly Letter

FORM NO. 1

FORM NO. 2

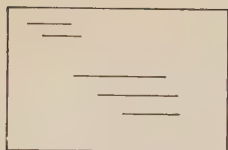
In writing a friendly letter, choose (1) between the indented form and the block form; (2) between placing your address and the date at the beginning of the letter and placing them at the end; (3) between keeping the left hand and the right hand margins of equal width and making them of different widths.

If you use Form No. 1, you may make the upper margin of the first page one and a half inches wide, the right hand margin one fourth of an inch wide, and all other margins half an inch wide.

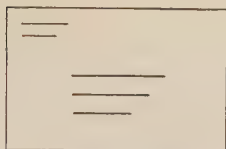
For Form No. 2 you may make all margins half an inch wide except the upper margin of the first page, which may be made about one and a half inches wide.

III. Addressing an Envelope

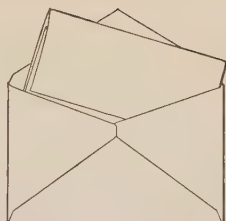
In addressing an envelope, place the address high enough and far enough to the left to prevent any crowding. In using the indented form, see that all indentions make even "steps" with each line approximately a half or three quarters of an inch farther to the right than the line directly above it. Do not use a mixed form. The address of the sender and that of the person to whom the letter is sent should both be either in the indented or in the block form.



INDENTED FORM



BLOCK FORM



IV. Placing a Letter in an Envelope

Fold each letter and place it in an envelope in such a way that, when it is taken out of the envelope and opened, the beginning will be the first part to strike the reader's eye. When there is but a single fold, it should come at the top.

Composition Score — Grade Eight

In measuring a composition, try to answer the following questions; then compare it with the compositions on pages 421-423.

I. Questions

Subject. Is the subject of interest from the standpoint of information or of entertainment? Is it limited to a topic that can be adequately covered in the time or the space allowed? Is the subject one upon which the writer is well-informed?

Organization and development of thought. Does the composition show evidences of thought? Does it form a connected "story" of closely related ideas, or is it a mere list of facts? Has it a distinct introduction, development, and conclusion? Is enough said to make the point clear? Is the information that it offers reliable? Does the main point receive the most

emphasis or is too much made of the introduction or of some minor point?

Interest aroused. Is as much as possible made of the opportunity offered by the subject? Is the beginning (including the title) attractive? Does the "story" grow increasingly interesting as it proceeds? Does it contain any of the following devices for keeping the attention: (1) graphic details that help one to picture what is described; (2) a repetition, a comparison, an exclamation, or a question; (3) rapid action and dramatic expressions; (4) humor or pathos; (5) interpretation of character; or (6) an expression of personal feeling? Is the conclusion satisfactory? Is all that is said in good taste?

Use of the sentence. Is the composition written in separate, complete sentences? Are the sentences free from grammatical error? Is every reference clear? Have the sentences enough variety in form to sound natural? Is the thought in one sentence brought into close relation with the thought in both the sentences that precede and follow it?

Use of words. Are all the words correctly and effectively used? Has the writer a good vocabulary? Does he choose his words carefully? Does he avoid awkward repetitions, cheap slang, and all affected expressions?

II. Compositions

The compositions listed in this paragraph should be marked *poor* unless they have redeeming qualities that make up for their shortcomings: (1) all long drawn-out stories that are without point; (2) all stories that are too brief to be clear; (3) all stories that are overdramatic, or are in poor taste; (4) all stories that show a complete change in the topic discussed, or are filled

with mixed-up ideas; (5) all stories that are written in "run-on" sentences; (6) all stories that contain a number of grammatical errors or are filled with mistakes in spelling, capitalization, or punctuation.

The following compositions are *fair*.

GAP MOUNTAIN

When at camp we decided to take a trip to Gap Mountain, seven miles distant. When we arrived there we went up the trail to the top. It was only a small mountain. It took an hour to go up. When we reached the top it was dark. We had something to eat and then found a place for our beds on the other side of the mountain.

The next morning we packed and went to get our food. It wasn't there. The top of the mountain was a cow pasture and cows had eaten our breakfast and lunch.

Thomas C.

In *Gap Mountain* Thomas gives a straightforward account of a trip, but he has not made the most of his opportunity. He might, for example, have written an entertaining story if he had chosen to tell more about the mishap of the stolen lunch. He gives no forewarning of the loss and leaves one to imagine how the boys felt when they found their breakfast and lunch gone.

A FOREST FIRE

One very hot, windy day in August all of us boys were out in the hay field haying when the noon train went past as usual. A little later we began to see smoke. We unhitched the horses and put them in the barn while the men got their shovels and started for the railroad track. The four of us boys grabbed milk cans and filled them with water. When we arrived at the place where the smoke came from, we found the

woods were on fire. We didn't get very close because it was too hot. Soon the section men came on a motor car and went to work. Afterward the men sent us to the railway station at Bradford to telephone to Concord for a fire train. The men stopped the fire just before it reached a pile of lumber that had been cut from the lot. The place is now growing up to blueberry bushes.

Arnold C.

In *A Forest Fire* Arnold starts out with a good introductory sentence, but fails to work his story up to a good climax.

This composition is *good*.

MY FIRST RIDE IN AN AEROPLANE

I had my first ride in an aeroplane at Sudbury Beach. I was at a picnic with some friends who were acquainted with the owner of the planes. They asked me if I cared to go up, and I said I should be delighted for I am interested in aeroplanes and I hope to be an aviator.

I got into the plane and was strapped so I could not fall out, and then we "took off." At first it seemed as if we were in an automobile. Then we circled around and began to climb. We did not go very high for it was the first time I was ever up. It is a feeling like going in a roller-coaster.

Then we began to descend. That is the part that I did not relish very much. The ground came too quickly. It makes one rather dizzy. Then, when we touched the ground, we bounced five or six feet and then took a few small bounces and then we came to a stop. Our landing speed was about thirty-five miles an hour. The roaring motor was muffled to a calm and steady hum and I was assisted out. When I stepped on the ground I felt rather strange.

John

John has told his story in a simple, direct way without affectation or exaggeration and at the same time has given many details that make you realize what his experience was like. The composition fails to be excellent owing to the fact that it lacks variety in its expression. For one thing it contains too many sentences that begin with *then*.

This composition is *excellent*.

THE CHRISTENING OF NO. 13

One day last May my father took me over to the Navy Yard in Charlestown to watch the christening of one of the small boats there. Father entered into conversation with the man in charge of the Navy Yard who, to my surprise, asked me to christen the boat. I accepted the offer and was given a bottle of salt water with which to do the christening.

Soon the workmen began to shout and the man in charge gave the command to give way. The men put heavy grease on the runners and began to saw the piles that held the ship. I felt frightened and my heart thumped so hard that I could almost hear it. The great moment was near! I went on a little platform with the commander and some other officers.

"Ready!" shouted the men.

"I christen thee *The Marion*," I yelled and crash! went the bottle.

The ship glided into the water as gently as a bird and it was all over. The ship now sails under the official title of "*Marion No. 13*."

Margaret

In *The Christening of No. 13* Margaret tells a clear, dramatic story that increases in interest as it proceeds. The introduction gives all of the facts that are necessary to make what follows clear, the story itself is told

in sufficient detail and works up to a good climax, and the ending is an effective one. Notice that Margaret's sentences show variety in form and are without affectation. They are simple and natural. Notice also that the words she uses help one to feel the excitement of the occasion and to see what happened; take, for example, *yelled, crash, glided, as gently as a bird*.

Eighth-Grade Program for Individual Progress in Functional Grammar and Correct Usage

UNIT NO. 1

1. Using Words Correctly. Test F. First Form. Sixteen Common Errors, pages 201-02.

2. The Relations of Words in a Sentence. Review, pages 207-08; Words, Phrases, and Clauses as Modifiers, pages 209-11.

3. Further Study of the Relations of Words in a Sentence, pages 353-56.

4. Review. The Parts of Speech, pages 211-12; Words Serving as Two Parts of Speech, pages 212-14.

5. Phrases. Prepositional, Participial, and Infinitive, pages 356-57.

UNIT NO. 2

1. Nouns. Classification and Form, pages 226-27; Uses, pages 227-29.

2. Further Study of the Noun. Direct and Indirect Objects, page 358; Summary. Uses of the Noun, pages 358-59; Practice in Recognizing the Relations of Words, page 360.

UNIT NO. 3

1. The Use of Verbs. Importance of the Study of Verbs, pages 238-40; Review. Agreement of a Verb with its Subject, page 240; Verbs. Transitive and Intransitive, pages 240-44.

2. The Two Forms of a Transitive Verb, pages 360-62; Practice in Telling the Relations of Words, pages 362-63.

3. Using Words Correctly. Test G. First Form. Singular and Plural Verbs, page 244.

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1. The Adjective. Descriptive Adjectives, pages 258-59; Limiting Adjectives, pages 260-61.

2. The Adverb, pages 261-62.

3. Further Study of Adjectives and Adverbs. Degrees of Comparison, pages 363-66; Summary, pages 366-67; Using Adjectives and Adverbs Correctly, pages 367-69; Practice in Recognizing the Relations of Words, pages 369-70.

4. Using Words Correctly. Test H. First Form. Adjectives and Adverbs, page 262.

5. Adjective Phrases and Clauses, pages 370-71; Clauses, Descriptive and Determinate, pages 371-72.

6. Adverbial Phrases and Clauses, pages 372-73.

UNIT No. 5

1. Using Words Correctly. Review for the First Half Year, pages 268-70.

2. Sentences. Simple, Complex, and Compound, page 270; The Simple Sentence, pages 270-72; The Complex Sentence, pages 272-75; The Compound Sentence, pages 275-78.

3. The Three Kinds of Sentences. Summary, page 374; Practice in Recognizing the Three Kinds of Sentences, 374-75.

4. Connectives. Coördinate Conjunctions, pages 375-76; Subordinate Connectives, pages 376-77.

5. Mastery of the Sentence. Test No. 4, pages 278-80.

UNIT No. 6

1. Pronouns. Personal Pronouns, pages 286-87; Interrogative Pronouns, page 287; Case of Pronouns, pages 287-90; The Pronoun and its Antecedent, pages 290-92.

2. Further Study of the Pronoun. Person, pages 377-80; Summary, pages 381-83; Using Pronouns Correctly, pages 384-85; Practice in Telling the Relations of Words, page 385.

3. Using Words Correctly. Test I. First Form. Personal and Interrogative Pronouns, page 292.

UNIT No. 7

1. Use of the Verb in Expressing Time. Tense. Present, Past, and Future, pages 303-04; Using *Shall* and *Will* Correctly, page 305; Verbs. Regular and Irregular, pages 306-07.

2. Further Study of the Verb. The Principal Parts of Irregular Verbs, page 386; Simple and Perfect Tenses, pages 387-88; Agreement in Person of a Verb and its Subject, pages 388-90; The Mood of a Verb, page 391; Summary, pages 391-95; Using Verbs Correctly, pages 395-96.

3. Using Words Correctly. Test J. First Form. Using the Right Form of a Verb, page 307.

4. Words Serving Two Purposes. Verbal Adjectives, pages 397-99; The Verbal Noun or Infinitive, pages 399-400; Pronouns with Infinitives, pages 400-03.

UNIT No. 8

1. Choice of Adjective Modifiers, pages 315-17.

2. The Relative Pronoun, pages 317-20.

3. Using Words Correctly. Test K. First Form. The Relative Pronoun, page 320.

UNIT No. 9

1. Choice of Adverbial Modifiers, pages 327-29; Nouns and Pronouns as Modifiers, pages 329-30; Placing Modifiers, pages 330-31.

2. The Noun, or Substantive Element in a Sentence. Choice of Substantives, pages 403-04; The Objective Complement, or Accusative

tive Adjunct, page 404; The Noun Clause in Direct and Indirect Discourse, pages 404-06; Summary, page 406.

3. The Preposition and the Conjunction, pages 331-34.

4. Using Words Correctly. Test L. First Form. Prepositions and Conjunctions, page 334.

UNIT NO. 10

1. Using Words Correctly. Review for the Second Half Year, pages 344-46.

2. Review. The Sentence, pages 346-50.

3. Mastery of the Sentence. Test No. 5, pages 350-52.

One Hundred Spelling Demons

COMPILED BY DR. W. FRANKLIN JONES

ache	done	making	they
again	don't	many	though
always	early	meant	through
among	easy	minute	tired
answer	enough	much	tonight
any	every	none	trouble
been	February	often	truly
beginning	forty	once	Tuesday
believe	friend	piece	two
blue	grammar	raise	too
break	guess	read (red)	used
built	half	ready	very
busy	having	said	wear
business	hear	says	Wednesday
buy	heard	seems	week
can't	here	separate	where
choose	hour	shoes	whether
color	hoarse	since	which
coming	instead	some	whole
could	just	straight	women
cough	knew	sugar	won't
country	know	sure	would
dear	laid	tear	write
doctor	loose	their	writing
does	lose	there	wrote

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A Vacation Reading List for the Eighth Grade

Famous Novels and Plays Enjoyed
by Older Boys and Girls ¹

- *Ivanhoe. Scott
- *Three Musketeers. Dumas
- *Oliver Twist. Dickens
- *Christmas Carol. Dickens
- *David Copperfield. Dickens
- *Two Years Before the Mast.
Dana
- *Tale of Two Cities. Dickens
- *Silas Marner. George Eliot
- *Merchant of Venice. Shakespeare
- *Midsummer Night's Dream.
Shakespeare

Some Famous Poems by English
Poets

- *The Revenge. Tennyson
- *The Lady of Shalott. Tennyson
- *Sir Galahad. Tennyson
- *Gareth and Lynette. Tennyson
- *The Pied Piper. Browning
- *The Boy and the Angel.
Browning
- *Hervé Riel. Browning
- *How They Brought the Good
News from Ghent to Aix.
Browning
- *Sohrab and Rustum. Arnold
- *Lucy Gray. Wordsworth
- *The Daffodils. Wordsworth
- *The Rime of the Ancient Mariner. Coleridge

Other Times in Our Country ¹

- *Hoosier School Boy. Eggleston
- Uncle Tom's Cabin. Stowe
- Two Little Confederates. Page
- *Last of the Mohicans. Cooper
- Little Shepherd of Kingdom
Come. Fox
- Lucky Sixpence. Knipe
- Covered Wagon. Hough
- Emmeline. Singmaster
- Hoosier Schoolmaster. Eggleston
- *A Man Without a Country.
Hale
- With the Indians in the Rockies. Schultz
- Girls of '64. Knipe
- Continental Twins of Virginia.
Perkins.
- Continental Dollar. Knipe
- Last of the Chiefs. Altsheler
- *Deerslayer. Cooper
- Young Forester. Grey
- Texan Scouts. Altsheler
- *The Spy. Cooper
- Young Alaskans. Hough
- Last of the Plainsmen. Grey
- Dreadful River Cave. Schultz
- Virginian. Wister
- Running Eagle. Schultz
- Danger Trail. Schultz
- Maid of '76. Knipe
- On the Plains with Custer. Sabin
- Alice of Old Vincennes.
Thompson
- Apauk, Caller of Buffalo.
Schultz

¹ Arranged in order of their popularity as indicated in the *Winnetka Graded Book List*.

* Of Literary merit.

Biography

- Story of My Life. Keller
 Dutch Boy Fifty Years After.
 Bok
 *Boys' Life of Abraham Lincoln.
 Nicolay
 Boys' Life of Theodore Roose-
 velt. Hagedorn
 *Autobiography. Franklin
 Up from Slavery. Washington

Stories of the Sea ¹

- *Captains Courageous. Kipling
 *Jim Davis. Masfield
 Twenty Thousand Leagues
 under the Sea. Verne
 *Two Years before the Mast.
 Dana
 *Dark Frigate. Hawes
 *Mutineers. Hawes
 Sea Hawk. Sabatini
 *Adrift on an Ice-Pan. Grenfell

Animal Heroes ¹

- *Biography of a Grizzly. Seton
 *Wild Animals I Have Known.
 Seton
 White Fang. London
 Wildfire. Grey
 *Stickeen. Muir
 Lad, a Dog. Terhune
 Bob, Son of Battle. Ollivant
 Bruce. Terhune

About Boys and Girls ¹

- Penrod. Tarkington
 *Prince and Pauper. Clemens
 Jo's Boys. Alcott
 Crimson Sweater. Barbour
 Just Patty. Webster
 *Tom Brown's School Days.
 Hughes
 When Patty Went to College.
 Webster
 Young Pitcher. Grey
 Anne of Avonlea. Montgomery
 Baby Elton, Quarter-Back.
 Quirk
 Rose in Bloom. Alcott
 Track's End. Carruth
 Timothy's Quest. Wiggin
 Seventeen. Tarkington
 Jacqueline of the Carrier Pi-
 geons. Seaman
 Ungava Bob. Wallace
 Lass of the Silver Sword. Du
 Bois
 Four Gordons. Brown
 When Sarah Saved the Day.
 Singmaster
 For the Honor of the School.
 Barbour
 Mother Carey's Chickens.
 Wiggin
 New Chronicles of Rebecca.
 Wiggin

¹ Arranged in order of their popularity as indicated in the *Winnetka Graded Book List*. ¶

* Of Literary merit.

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